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ABSTRACT

This annual report of the National Advisory Council on Adult Education highlights the activities undertaken by the Council during Fiscal Year 1987. These activities included the following: (1) co-sponsorship with the University of Pennsylvania of a symposium, "Towards Defining Literacy" (an overview of the work of the symposium is presented in this report, and the papers are being prepared for publication); (2) sponsorship of five major hearings in key geographic areas in the United States regarding reauthorization of the Adult Education Act--testimony was received from state directors of adult education, local program directors, directors of nonprofit programs, and volunteer tutors and students, and was summarized and presented to Congress; and (3) participation in numerous workshops and conferences regarding the state of literacy and literacy education in the country. The document provides testimony presented to the Senate Subcommittee on Education, Arts, and Humanities in August of 1987; shortly after this, the Council was scheduled for abolishment. The appendixes includes the Adult Education Act and its amendments through October 1984 and nine pages of charts and tables. (KC)

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NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

Annual Report FY 1987

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Office of Educational Research and Improvement
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NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

Dear Mr. President:

It is with great pleasure that I present the 1987 Annual Report of the National Advisory Council on Adult Education.

The Council has been involved in a number of significant activities. We are especially proud of our symposium, "Towards Defining Literacy," which we co-sponsored with the University of Pennsylvania last fall. The papers, discussion and conclusions provide a meaningful contribution to the field of literacy and the on-going conversation in dealing with the problem.

In addition to our other mandated activities which are covered in this report, we held five major hearings in key geographic areas in the United States regarding reauthorization of the Adult Education Act. We heard from state directors of adult education, local program directors, directors of non-profit programs, volunteer tutors and students, all of whom are affected by the Adult Education Act. From the material collected, comprehensive testimony was written and presented to Congress, the text of which also appears in this report.

You also should know how important Lynn Ross Wood, our Executive Director, has been in giving us momentum and direction.

The members of this Council have served you and the Adult Education community effectively and with credit. We are grateful for the opportunity you provided us.

Sincerely,

Judy G. Fernald

Judy G. Fernald
Chairperson

The President
The White House
Washington, D.C. 20500

Mary E. Switzer Building, Room 4060, 330 C Street, S.W., Washington, D.C. 20202 (202) 732-3896

TABLE OF CONTENTS

Letter to the President / ii

Presidential Appointees / 1

Council Staff / 2

Council Structure and Functions / 3

Council Committees / 4

The Council at Work / 9

Symposium: "Towards Defining Literacy"

- Overview / 35
- Schedule / 37
- Welcoming Remarks / 40
- Biographical Information on Participants / 43
- Post-Symposium Plans / 46

Reauthorization of the Adult Education Act

- Overview of NACAE's Hearings / 49
- NACAE's Testimony Presented to Congress / 51

Coalition for Literacy / 57

NACAE's Recommendations / 61

Appendices

- A. The Adult Education Act / 67
- B. Federal and State Adult Education Statistics / 77

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

PRESIDENTIAL APPOINTEES AS OF SEPTEMBER 30, 1987

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Westport, Connecticut

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Mutual Mini-Storage, Ltd.
Akron, Ohio

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Professor
Education Department
Bowie State College
Bowie, Maryland

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Thomas J. White Foundation
St. Louis, Missouri

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A. V. Consultants
Washington, D. C.

JULIA G. FERNALD *
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Huntingdon, Tennessee

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Somerset County Technical and
Vocational Institute
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Philadelphia Lubavitcher Center
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HENRY YEE
Manager/Partner
Accountancy of Yee, So & Company
Huntington Beach, California

*NACAE Chairman

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COUNCIL STAFF

LYNN ROSS WOOD, Executive Director

KAREN SHEPARD SAUNDERS, Executive Assistant
GLENDA A. HILDRETH, Confidential Assistant

COUNCIL STRUCTURE AND FUNCTIONS

THE NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION WAS ESTABLISHED BY CONGRESS IN 1970, P.L. 91-230, AND EXTENDED BY THE EDUCATION AMENDMENTS OF 1984, P.L. 98-511. THE FIFTEEN MEMBERS OF THE COUNCIL ARE APPOINTED BY THE PRESIDENT AND SERVE THREE-YEAR STAGGERED TERMS, FIVE MEMBERS' TERMS EXPIRING EACH YEAR. THE MEMBERSHIP IS COMPRISED OF PERSONS KNOWLEDGEABLE AND/OR EXPERIENCED IN THE FIELD OF EDUCATION, BUSINESS, INDUSTRY AND OTHER ENDEAVORS IN WHICH ADULTS ARE GAINFULLY EMPLOYED.

THE COUNCIL ADVISES THE PRESIDENT, THE CONGRESS, AND SECRETARY OF EDUCATION IN THE PREPARATION OF GENERAL REGULATIONS AND WITH RESPECT TO POLICY MATTERS ARISING IN THE ADMINISTRATION OF THE ADULT EDUCATION ACT. THIS INCLUDES POLICIES AND PROCEDURES GOVERNING THE APPROVAL OF STATE PLANS UNDER SECTION 306 OF THIS ACT, AS WELL AS POLICIES TO ELIMINATE DUPLICATION. THE NACAE ALSO EFFECTUATES THE COORDINATION OF PROGRAMS UNDER THE ADULT EDUCATION ACT AND OTHER PROGRAMS OFFERING ADULT EDUCATION ACTIVITIES AND SERVICES.

THE COUNCIL SUBMITS ANNUAL REPORTS TO THE PRESIDENT OF ITS FINDINGS AND RECOMMENDATIONS, INCLUDING RECOMMENDATIONS FOR CHANGES IN THIS ACT AND IN OTHER FEDERAL LAWS RELATING TO ADULT EDUCATION ACTIVITIES AND SERVICES. THE PRESIDENT TRANSMITS EACH SUCH REPORT TO THE CONGRESS TOGETHER WITH HIS COMMENTS AND RECOMMENDATIONS.

COMMITTEES

Federal legislation has established broad and complex responsibilities for the National Advisory Council on Adult Education. The Council recognizes the intent of the legislation to provide a means for including a variety of representation from throughout the populace in the policy-making process of the federal government.

Therefore, in order to best utilize the specialized knowledge and expertise of all its members, the policy of the Council is to apportion specific activities among its members, reserving ultimate review and approval authority for the vote of the entire membership.

Furthermore, in recognition of the vast and far-reaching responsibilities contained in its enabling legislation, the Council has established a policy of conducting apportioned activities through the operation of committees and ad hoc committees which correspond to distinctly identifiable responsibilities contained in the legislation.

The committees of the NACAE are the following:

* Executive
* Governmental Relations and Legislation
* Program Effectiveness and Evaluation
* Program Liaison
* Symposium
* Project Literacy U. S. (PLUS) (ad hoc)

EXECUTIVE COMMITTEE Functions and Responsibilities

Assure fiscal oversight of the Council, its Committees and its administrative structure.

Develop, in accordance with U. S. Department of Education fiscal policy, an itemized budget for the support of Council needs and activities.

Prepare current financial statements, including budget expenditures and item balances for presentations at Council meetings for action.

Review expenditures and transfers of funds to ensure conformity with Council-approved budgetary items.

Make recommendations for contracts and services for Council approval.

In exceptional circumstances between meetings of the full Council, the Executive Committee may act on behalf of the Council in matters relating to policy and expenditures. These emergency actions are subject to ratification by the Council as a whole.

GOVERNMENTAL RELATIONS AND LEGISLATION COMMITTEE Functions and Responsibilities

Establish and maintain dialogue with the Executive and Legislative branches of federal and state government.

Maintain relationships with units in the Department of Education concerned with legislative activities associated with adult learning.

Develop recommendations on federal legislation.

Develop recommendations on rules, regulations, and guidelines relating to federal legislation.

Develop testimony for use before congressional committees and at hearings on pertinent legislation and appropriations.

Review proposed and/or new education legislation for its probable implications and impact on adults as learners.

Receive and review state legislation relating to educational opportunities for adults.

Make recommendations for action by the Advisory Council as a whole.

PROGRAM EFFECTIVENESS AND EVALUATION COMMITTEE Functions and Responsibilities

Review Department of Education program reporting requirements, data collection mechanisms, information compilation and reports.

Review federal evaluation studies, and prepare recommendations concerning evaluation designs.

Review the effectiveness of federal funds that are designed to improve the levels of literacy and reduce future adult illiteracy.

Develop an awareness of the need for and make recommendations concerning a systematic collection of data in order to determine more accurately the extent of illiteracy in this country, and the effectiveness of programs funded with federal funds.

Prepare recommendations for prioritizing aid to specific populations of illiterates.

Prepare recommendations on any other topics that deal with program effectiveness and evaluation for action by the Advisory Council as a whole.

PROGRAM LIAISON COMMITTEE Functions and Responsibilities

Strengthen Council relationships with public and private organizations, associations, and agencies having direct or related concern for adult learning.

Develop a mechanism for periodic input of information from the field of adult education to the Council, and response by the Council to the field using state advisory councils wherever possible.

Maintain and strengthen relationships with the wide range of federal agencies supporting adult learning activities, including liaison with the U. S. Congress and the Department of Education.

Identify specific issues and concerns that may have impact on adult education and on the Adult Education Act.

Assist in the development and promotion of a national standard of literacy that would include accepted definitions of specific levels of illiteracy in this country.

Make recommendations regarding the issues and concerns of the private sector concerning adult learning which have been identified by the committee in terms of the appropriate federal role.

Assist in the maintenance of an adult education resource library.

PROGRAM LIAISON COMMITTEE Functions and Responsibilities (continued)

Assist and support Council efforts to promote public awareness of the causes of adult illiteracy and the opportunities for overcoming this problem.

Prepare recommendations on any other topics that deal with issues and concerns of this committee for action by the Advisory Council as a whole.

SYMPOSIUM COMMITTEE

(Initially established as an ad hoc committee, the Council voted to make this a permanent standing committee at the September 1987 meeting.)

Determine the need for sponsorship of symposia.

Present recommendations reflecting the issues and concerns of this Committee for approval and action by the advisory council as a whole.

Oversee and track the development of plans to conduct symposia.

Responsible for post-symposia activities such as coordinating the production of manuscripts covering symposia findings.

PROJECT LITERACY U. S. (PLUS) COMMITTEE (ad hoc) Functions and Responsibilities

Establish and maintain dialogue to lend support to the goals and objectives of the ABC/PBS television effort, PLUS.

Maintain relationships with executives and staff of ABC and PBS to support their campaigns against illiteracy.

Assist in developing outreach program to work with national organizations, national and local companies, and local groups to expand community task forces and teaching centers.

Assist in heightening national awareness of the illiteracy problem.

Make recommendations to the President of the United States, the Secretary of Education and the Congress to support the ABC/PBS television effort PLUS.

Assist in local communities to encourage those who need help to seek it, and those who can provide help to volunteer.

THE COUNCIL AT WORK

Following is a partial listing of the many diverse activities in which NACAE members, the Executive Director and staff have participated during fiscal year 1987.

"Literacy: A Good Investment"
Los Angeles Chamber of Commerce, Los Angeles, California
October 2, 1986
Lily R. Balian (term expired 8/16/87)

Sponsored by the Times Mirror Company, this seminar for business and industry was well attended by representatives of leading corporations and consisted of a panel discussion and workshops which covered literacy efforts within these organizations and companies. Speakers included Harold W. McGraw, Jr., Sidney Sheldon and Wally "Famous" Amos.

Coalition of Adult Education Organizations (CAEO)
Washington, D.C.
October 9-10, 1986
Karen S. Saunders

Mrs. Saunders attended the CAEO Board of Director's meeting. Among those in attendance were representatives of AAACE, AARP, AFL-CIO, The College Board, AFT and ALA. CAEO's new officers discussed the agenda for the forthcoming year and recognized the Council's presence.

American Council on Education
Washington, D.C.
October 16-17, 1986
Lynn Ross Wood

This two-day conference concentrated on the Higher Education Amendments of 1986. Sessions were held covering strategies for financial support for adult learners and state policies and practices.

American Association of Adult and Continuing Education (AAACE) Conference
Hollywood, Florida
October 22-24, 1986
Lily R. Balian, Judy G. Fernald, Lynn Ross Wood

The NACAE led a workshop entitled "Adult Basic Education (ABE) from a Different Perspective." Mrs. Balian opened the presentation by giving background information on the Council, its members and principal functions. Mrs. Wood spoke on the NACAE's annual report to the President and Mrs. Fernald discussed the Council's report on illiteracy, including its recommendations. Barry Semple, a member of the AAACE Executive Committee, praised the workshop and the "meat" in it.

Washington Journalism Center
Washington, D.C.
October 28, 1986
Judy G. Fernald, Lynn Ross Wood

NACAE's Executive Director Lynn Ross Wood was invited to speak before the Conference for Journalists on Illiteracy on the Council's report, "Illiteracy in America: Extent, Causes and Suggested Solutions." Excerpts from the November 4, 1986 Education Daily article on her speech follow:

> When the National Advisory Council on Adult Education (NACAE) began a study on adult illiteracy, one thing became clear, according to the council's chief staff member: adult illiteracy cannot be eradicated without improving elementary and secondary education.
>
> Thus, the resulting report does not address methods to combat illiteracy at the adult level. "Every road [council members took] led them back to the root cause" of adult illiteracy, NACAE Executive Director Lynn Ross Wood said last week. "We must scrutinize our entire educational system."
>
> NACAE's recently released report, "Illiteracy in America," takes its aim at preventing adult illiteracy. Among its 71 suggested solutions are improving the teaching of reading, giving more meaningful homework, studying the "effect of teacher unions on education," basing administrators' pay on merit, and instituting national definitions of the various levels of illiteracy.

Mrs. Fernald participated with Mrs. Wood in the question and answer session which followed.

Coalition for Literacy
New York, New York
October 31, 1986
Judy G. Fernald

At this executive committee meeting, a motion was passed to extend the Coalition for a third year; the Coalition's grim financial situation was discussed.

Meeting with Robert Sweet, Deputy Executive Secretary, Domestic Policy Council at the White House
Washington, D. C.
November 7, 1986
Lily R. Balian, Lynn Ross Wood

Purpose of the meeting was to discuss the NACAE's report, "Illiteracy in America: Extent, Causes and Suggested Solutions."

Meeting with Executive Vice President, American Association of Community and Junior Colleges (AACJC)
Washington, D. C.
November 7, 1986
Lily R. Balian, Lynn Ross Wood

James Gollattscheck was invited by NACAE's Executive Director to discuss cooperation and coordination between AACJC and NACAE.

NACAE COUNCIL MEETING

Washington, D.C.
November 9, 1986 (Closed)
November 10-12, 1986 (Open)

This first meeting of the Council for fiscal year 1987 was held at the Ramada Renaissance Hotel in Washington, D.C. Guest speakers included:

John Wu, Acting Assistant Secretary for Vocational & Adult Education, U.S. Department of Education
Dr. Peter R. Greer, Deputy Under Secretary for Intergovernmental & Interagency Affairs, U.S. Department of Education
Karl Haigler, Director, Adult Literacy Initiative and Acting Director, Division of Adult Education, U.S. Department of Education
Benita Somerfield, Special Advisor, Division of Adult Education, U.S. Department of Education
Charles Talbert, Director, Adult & Community Education Branch, Maryland State Department of Education
William Hansen, Executive Assistant, Office of the Assistant Secretary for Legislation, U.S. Department of Education
Anderson Clark, Senior Consultant, Project Literacy U.S. (PLUS), ABC-TV
William R. Langner, Education Program Specialist (Disabled Persons), Division of Adult Education, U.S. Department of Education
Douglas R. Whitney, Director, General Educational Development (GED) Testing Service of the American Council on Education
Dr. Maude Goldston, Associate Director for Adult Education, Department of Education, Commonwealth of Virginia

Highlight of this meeting was discussion of the Council's plans to hold regional public hearings on the reauthorization of the Adult Education Act.

Meeting with Staff Director of the Education, Arts and Humanities Subcommittee of the U.S. Senate Labor and Human Resources Committee
Washington, D.C.
November 14, 1986
Lynn Ross Wood

Polly Gault briefed Mrs. Wood on upcoming legislative proposals and discussed changes in Senate committee assignments resulting from the 1986 congressional elections.

Breakfast Literacy Meeting
Washington, D.C.
November 18, 1986
Lynn Ross Wood

This meeting was hosted by Mrs. George Bush, a leader in the movement to eradicate illiteracy, at the Vice President's residence. A dozen guests were addressed by Secretary William Bennett and author David Harman whose comments evoked a lively discussion on the topic of illiteracy.

Literacy Learning (Libraries) Educational Media Association & New Jersey Library Trustees Association
New Brunswick, New Jersey
November 18, 1986
Judy G. Fernald

Significantly absent at this conference was a focus on the adult learner in library literacy programs and materials; Mrs. Fernald registered her complaint and expressed her hopes that future conferences will provide emphasis on adults as well as youngsters. A presentation on the "reading-thinking connection" was of great interest.

Talbert Learning Center / Jefferson County Durrett Center / Gheen Professional Development Academy / Kentucky Heartland Adult Resource Center
Jefferson and Hardin Counties, Kentucky
November 18-21, 1986
Joyce L. Gorringe

In meeting with Sharon Darling, Kentucky State Director of Adult Education, and others, Mrs. Gorringe had an opportunity to tour the above-named facilities as well as assist in the development of an adult education program for substance-addicted parolees. She also reviewed a new adult education program evaluation originally initiated by former Illinois State Director Bill Reynolds and modeled after the successful evaluation process in Illinois.

Federal Interagency Panel for Research and Development on Adulthood and the American Institutes for Research
Washington, D.C.
November 19, 1986
Lynn Ross Wood

This discussion session with Dr. Irwin Kirsch of the Educational Testing Service covered the results of the National Assessment of Educational Progress (NAEP) study of young adults' literacy: "Methods, Findings, Implications for the Future."

Denver Indian Center
Denver, Colorado
January 13, 1987
J. Ben Trujillo (term expired 8/17/87)

Mr. Trujillo visited with ABE instructor and coordinator Dena Williams to arrange for the Council's forthcoming regional public hearing on the reauthorization of the Adult Education Act, to be held at the Center.

NACAE REGIONAL PUBLIC HEARINGS

Nashville, Tennessee
January 13, 1987
Dale R. Kelley, Nicholas M. Nikitas, Thelma P. Duggin, Lynn Ross Wood and Karen S. Saunders

This was the first of five regional public hearings, sponsored by the NACAE, on the reauthorization of the Adult Education Act. The Nashville State Technical Institute served as the location for this southeastern hearing. An overview of all the NACAE hearings can be found on page 49.

Newark, New Jersey
January 14, 1987
Judy G. Fernald, Nicholas M. Nikitas, Lynn Ross Wood, Karen S. Saunders

The second of five hearings was held at the Newark Public Library in Newark, New Jersey. Refer to page 49 for an overview.

Delta Sigma Beta
Washington, D.C.
January 15, 1987
Lynn Ross Wood

The Executive Director attended Delta Sigma Beta's "Adult Literacy Weekend" press conference and reception at the National Press Club, where she met with several state directors of adult education.

National Library Week Partners of the American Library Association
Chicago, Illinois
January 19, 1987
Joyce L. Gorringe

Discussed at this meeting and workshop were projects and special events as well as promotional materials to be used during National Library Week (April 5-11, 1987), all of which were designed to encourage reading.

English Language School
University City, Missouri
January 21, 1987
Mae M. Duggan

This facility services a large number of immigrants from China, Vietnam, Europe, Mexico, Africa and Egypt by teaching adult students how to speak and read English, function with basic academic skills and to be self-sufficient in our society. The school is partially funded by taxes and private sources, including the Danforth Foundation, McDonnell Douglas and the St. Louis Community Foundation.

NACAE REGIONAL PUBLIC HEARINGS

Denver, Colorado
January 21, 1987
J. Ben Trujillo, Nicholas M. Nikitas, Lynn Ross Wood, Karen S. Saunders

The third public hearing sponsored by the NACAE was held at the Denver Indian Center, which provided the Council an opportunity to learn of special needs of the American Indian population. Refer to page 49 for an overview.

Seattle, Washington
January 22, 1987
Lily R. Balian, Frances S. Buchholzer, Nicholas M. Nikitas, Lynn Ross Wood and Karen S. Saunders

NACAE's fourth public hearing was hosted by George Hood, the Secretary's Regional Representative for Region X, and held at North Seattle Community College. The Seattle Community College District is the largest community college district in the state of Washington, and services 20,000 students on three campuses. Approximately 20% of the Community College District's full-time equivalent students are enrolled in Adult Basic Education and developmental or remedial courses below the college level. Refer to page 49 for an overview of the NACAE's reauthorization hearings.

Division of Adult Education Area II Workshop
Hilton Head, South Carolina
February 2-4, 1987
Judy Fernald, Lynn Ross Wood

The U.S. Department of Education sponsored four area workshops throughout the United States and the NACAE was represented at each. Karl Haigler and Benita Somerfield of the Division of Adult Education invited the Council's involvement and dialogue with the various state directors of adult education who were present. The purpose of these area workshops was to focus on improving the delivery of services under the state-administered adult education program. Agenda topics included program accountability, state administration, state and federal perspective on national legislation, and linkages between adult education and other federal/state/local programs.

Coalition of Adult Education Organizations
Washington, D.C.
February 5, 1987
Lynn Ross Wood, Karen S. Saunders

Mrs. Saunders attended a meeting of the CAEO Board of Directors, the purpose of which was to develop a strategic planning model for the organization. Mrs. Wood attended the CAEO Presidential reception at the AFL-CIO building.

Meeting with Senator Al Gore's Aide
Washington, D.C.
February 5, 1987
Lynn Ross Wood

Mrs. Wood met with Quinn Middleton, legislative aide for education, to discuss the Council's recent Nashville, Tennessee public hearing on the reauthorization of the Adult Education Act.

Meeting of Education Technology Transfer Task Force
Washington, D.C.
February 10, 1987
Lynn Ross Wood

This conference included a presentation by Karl Haigler on President Reagan's agenda for literacy and technology transfer; a discussion on the subject of transferring the Job Skills Education Program (JSEP), designed for military personnel, to the civilian sector; and a demonstration of Language Skills Computer Assisted Instruction as a method of teaching reading.

Congressional Task Force on Illiteracy
Washington, D.C.
February 11, 1987
Karen S. Saunders

Mrs. Saunders attended this meeting, the purpose of which was to bring congressional staff together with literacy experts to discuss specific legislative options for the 100th Congress.

White House Briefing
Washington, D.C.
February 17, 1987
Karen S. Saunders

Mrs. Saunders attended a press briefing in the East Room of the White House to hear President Reagan announce his initiative on competitiveness in the areas of trade, economics, education and employment. Other speakers included Treasury Secretary James Baker, Commerce Secretary Malcolm Baldrige, Labor Secretary William Brock and U.S. Trade Representative Clayton Yeutter.

Division of Adult Education Area IV Workshop
Tempe, Arizona
February 18-19, 1987
Henry Yee

At this workshop sponsored by the U.S. Department of Education, Mr. Yee briefed the attendees on the NACAE's regional reauthorization hearings and urged participation at the Council's final hearing in Los Angeles, California in April.

Gannett Foundation
Arlington, Virginia
February 26, 1987
Lynn Ross Wood

Mrs. Wood attended the Foundation's press conference at which literacy grant winners were announced. The grant-winning proposed plans were those which stressed forming "coalitions" for adult education activities within the states.

Congressional Hearing
Washington, D.C.
February 26, 1987
Lynn Ross Wood

The Executive Director attended a hearing before the House Subcommittee on Labor-HHS-Education Appropriations which focused on the Department of Education's fiscal year 1988 budget request for the Office of Vocational and Adult Education (OVAE). Acting Assistant Secretary John Pucciano testified.

St. Louis Pachyderm Club
Kirkwood, Missouri
February 27, 1987
Mae M. Duggan

Mrs. Duggan addressed this luncheon group on the subject of "Secretary Bennett's Agenda: Pre-School through Adult Education."

Commission on the Bicentennial of the United States Constitution
Washington, D.C.
February 27, 1987
Lynn Ross Wood

Council member Mae Duggan suggested that the NACAE be aware of and involved in adult education activities of the Bicentennial celebration. Consequently, Mrs. Wood met with Bicentennial Deputy Director Ron Mann to offer the Council's assistance in coordinating any activities such as promoting the reading of the Constitution.

ACTION Agency
Washington, D.C.
March 5, 1987
Lynn Ross Wood

Mrs. Wood was invited by Donna Alvarado, Director of ACTION, to meet and discuss the VISTA Literacy Corps program created by Congress through the Domestic Volunteer Service Act Amendments of 1986. Literacy Corps Volunteers are actively involved in the recruitment, training and retention of both tutors and hard to reach students, with a mandated concentration on those individuals who may be described as "educationally at risk."

Meeting with Congressman Paul Henry's (R-Michigan) Aide
Washington, D.C.
March 6, 1987
Lynn Ross Wood

Gary Visscher, Legislative Director for the Congressman, listened to Mrs. Wood's concerns about H.R. 5607, a bill which would duplicate work already being done by the NACAE and the Adult Literacy Initiative. She also discussed the Council's public hearings on the Adult Education Act reauthorization and the possibility of the NACAE's testifying with its findings and recommendations before the House education subcommittee later in the month. Several other meetings were held with Members of Congress and their aides for the purpose of keeping them apprised of activities and concerns of the Council.

Westbank Adult Education Center
Gretna, Louisiana
March 6, 1987
Mae M. Duggan

This center is one of twenty facilities offering classes under the Jefferson Parish Adult Education program which services both the east and west banks of the Mississippi River. Under the direction of James Ellis, the 1986-87 program is expected to equal or surpass the prior year's enrollment of 7,000 students, 2,000 of whom earned GEDs. The Westbank Center is housed in a former public elementary school building, which saved the community the cost of a new facility as well as provided a convenient location for students.

Meeting with Director, Office of Private Sector Initiatives, U.S. Department of Health and Human Services (HHS)
Washington, D.C.
March 11, 1987
Lynn Ross Wood

Lucy Biggs, who initiated HHS's Parent Enrichment Program, briefed Mrs. Wood on this one-year pilot project similar to legislation entitled "Even Start," which involved a shared learning experience between illiterate parents and their children.

Meeting with Director and Special Advisor, Division of Adult Education
Washington, D.C.
March 12, 1987
Lynn Ross Wood

Karl Haigler and Benita Somerfield invited Mrs. Wood to give an address on the Council's public hearings to the state directors of adult education at the Department's forthcoming St. Louis Area Workshop.

Coalition for Literacy
New York, New York
March 13, 1987
Judy G. Fernald

The Executive Committee of the Coalition met to review its financial status and determine its future. It was unanimously agreed to continue the Coalition's campaign in order to focus attention on adult illiteracy in the United States and solutions at the local level.

Division of Adult Education Area III Workshop
St. Louis, Missouri
March 16-18, 1987
Mae M. Duggan, Lynn Ross Wood

At this third U. S. Department of Education workshop attended by the NACAE, the program theme of "Improving Delivery of Services" was continued. The Department stressed private sector involvement and volunteer partcipation as means of expanding the effectiveness of literacy initiatives.

Meeting with Director, General Educational Development (GED) Testing Service
Washington, D.C.
March 24, 1987
Lynn Ross Wood

Douglas Whitney briefed NACAE's Executive Director on the recruitment policy of GED graduates for military service, an issue the Council had taken under advisement. Refer to April 6-8, 1987 for further details.

National Governors' Conference Task Force Report
Columbia, Missouri
March 26, 1987
Mae M. Duggan

This conference, attended by more than 600 educators, legislators, students and administrators, was a joint project of the National Governors' Association and the U. S. Department of Education. President Ronald Reagan and Secretary of Education William Bennett engaged in discussion on issues including teaching and schooling, assessment and accountability, students at risk, dropouts, parental involvement and new technologies. Education leaders in ten states presented papers on improving public school systems. Missouri Governor John Ashcroft called for "Learnfare," to force welfare recipients to acquire more education -- a concept which would have tremendous impact on adult education programs. He and State Commissioner of Education Arthur Mallory concluded the program with an executive briefing on "State Educational Excellence: Preparing for the 21st Century."

Hearing before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, U. S. House of Representatives
Washington, D. C.
March 26, 1987
Judy G. Fernald, Lynn Ross Wood, Karen S. Saunders

The NACAE's testimony presented to Congressman Augustus Hawkins (D-CA), Chairman of the Subcommittee, became part of the hearing record on H.R. 5, School Improvement Act and Adult Education Act. Refer to page 49 for details on the NACAE's role in the reauthorization of the Adult Education Act.

NACAE COUNCIL MEETING

Los Angeles, California
March 30-31, 1987 (Open)

The second full Council meeting of the 1987 fiscal year was held at the Ambassador Hotel in Los Angeles, California. Guest speakers were The Honorable Alan C. Nelson, Commissioner of the Immigration and Naturalization Service of the U.S. Department of Justice; and Wanda Briscoe, Chief of Education and Inmate Programs of the California Department of Corrections. Council members toured the facilities of the Abram Friedman Occupational Center (hosted by Dr. Lanny Nelms, Principal) and Belmont Community Adult School (hosted by Principal Anne Sanchez), both located in Los Angeles. The Council learned about the history and activities of each of these facilities, and observed students and teachers in action.

NACAE REGIONAL PUBLIC HEARING

Los Angeles, California
April 1, 1987
Barrie S. Ciliberti, Mae M. Duggan, Judy G. Fernald, Joyce L. Gorringe, Nicholas M. Nikitas, Henry Yee, Lynn Ross Wood, Karen S. Saunders

The final public hearing sponsored by the NACAE on the reauthorization of the Adult Education Act was held at the E. Manfred Evans Community Adult School in Los Angeles, California. This facility services students from 82 countries; 9,000 attend classes on a daily schedule. Evans' student population is primarily composed of immigrants -- approximately 60% are Hispanic and 32% Asian -- thus, the school has played a large role in the recent immigration history of Los Angeles and the nation. Refer to page 49 for an overview of the reauthorization process.

Division of Adult Education Area I Workshop
Baltimore, Maryland
April 1, 1987
Dorothy E. Mack

Miss Mack attended the final area workshop sponsored by the U.S. Department of Education. Concerns regarding program accountability were expressed by a number of state directors from the northeast region of the country.

Project Literacy U.S. (PLUS)
Washington, D.C.
April 6, 1987
Karen S. Saunders

A PLUS press conference was held by Capital Cities/ABC, Inc. and the Public Broadcasting Service (PBS) with the support of the Corporation for Public Broadcasting (CPB), to announce the continuation of PLUS. In its next phase, PLUS will focus on three themes in its ongoing campaign to help motivate individuals to learn to read and write and to improve upon those skills: "civic literacy," "literacy in the workforce" and "literacy and youth." Mrs. Barbara Bush, wife of the Vice President and a supporter of PLUS since its inception, expressed continued enthusiasm for the project. Other participating spokesmen for PLUS included James E. Duffy, President of Communications, Capital Cities/ABC, Inc. and Lloyd Kaiser, President of WQED-TV, Pittsburgh. Discussed during the subsequent briefing were the plans and activities of PLUS which would reflect the aforementioned themes.

American Association of Adult and Continuing Education Legislative Leadership Seminar
Washington, D.C.
April 6-8, 1987
Lynn Ross Wood

The purpose of this annual event was to provide AAACE members an opportunity to learn how to affect legislation and to identify critical issues of importance for legislators. One key issue that surfaced during the seminar was the new military policy regarding GED graduates. Effective October 1, 1987, the military will accept only traditional high school graduates as first priority recruits; GED and adult diploma graduates will be second priority, given an opportunity only if there are not enough traditional graduates to fill the need. AAACE members communicated to congressional staffers their concern that should businesses follow the military's lead, job opportunities for GED recipients may disappear. This is an issue the NACAE had taken under consideration as well. At the September 1987 Council meeting, the NACAE's Program Effectiveness and Evaluation Committee, upon conclusion of discussions, concurred with the Depart-ment of Defense decision with respect to limiting the recruitment of GED graduates, inasmuch as a study conducted by the Department concluded that recruits with traditional high school diplomas serve in the military longer than GED recipients.

American Council on Education -- Meeting of the Commission on Higher Education and the Adult Learner
Washington, D.C.
April 9, 1987
Lynn Ross Wood

Topics discussed at this meeting included the Institutional Self-Assessment Project; a survey of state funding of non-credit instruction; new funding sources for adult learning in collective bargaining agreements that incorporate prepaid tuition assistance, career and educational planning, counseling and support services; illiteracy in the workplace; plans for a 1988 conference; and federal legislation.

Meeting with Senator Claiborne Pell's (D-Rhode Island) Aide
Washington, D.C.
April 13, 1987
Lynn Ross Wood

Mrs. Wood met with Ann Young to be briefed on Senate activity with respect to the reauthorization of the Adult Education Act and learned that a Senate hearing would possibly be held during July or early August. Mrs. Wood expressed the Council's interest in testifying before Senator Pell's subcommittee.

Commission on Adult Basic Education (COABE) Conference
Omaha, Nebraska
April 14-16, 1987
Frances S. Buchholzer, Joyce L. Gorringe, Lynn Ross Wood

The Council held a panel discussion at this annual conference entitled "What's Ahead: Reauthorization (of the Adult Education Act) and How it Affects You." Mrs. Wood, Mrs. Buchholzer and Mrs. Gorringe summarized the NACAE's recent regional hearings and discussed concerns and recommendations heard from all sectors of the adult education community. According to Mrs. Buchholzer, "Word of mouth had spread regarding the success of our regional hearings, and state directors and their staffs were very supportive of our comments and became active and interested participants during the question and answer period that followed." Other highlights of the conference included a variety of concurrent sessions.

Federal Interagency Panel for Research and Development on Adulthood
Washington, D.C.
April 15, 1987
Karen S. Saunders

Presenters Shirley Fox of the National Institute for Work and Learning and Darla Strouse, Literacy Specialist for the Maryland State Department of Education, described an ABE 310 (Section 310 of the Adult Education Act) project on the topic of "Enhancing Private Sector and Adult Basic Skills/Literacy Education Partnerships."

Meeting with Director, OVAE
Washington, D.C.
April 20, 1987
Frances S. Buchholzer, Thelma P. Duggin, Lynn Ross Wood

Discussion focused on ideas and plans for a forthcoming symposium which the NACAE contemplated sponsoring, as well as the feasibility of a federal data base to monitor federal spending on adult education.

Milwaukee Area Technical College
Milwaukee, Wisconsin
April 24, 1987
Mae M. Duggan

ABE and GED classes are offered at this campus in the heart of Milwaukee, where the director and staff take a personal interest in their students, some of whom have "slipped through the system." Annual average enrollment ranges from 1,600 to 2,000 students, without a significant immigrant or refugee population.

University of Pennsylvania
Philadelphia, Pennsylvania
May 9, 1987
Judy G. Fernald

"Research from the Inside Out: A Working Conference on Adult Literacy" was the title of this Saturday full-day event co-sponsored by the Literacy Research Center of the University of Pennsylvania and the Center for Literacy in Philadelphia. This informative conference began with a keynote address by Carmen St. John Hunter, who stated that a universal definition of literacy/illiteracy is needed -- a theme of particular interest to the NACAE, inasmuch as the Council had plans to pursue Executive Director Lynn Ross Wood's proposal to hold a symposium on this very topic. (Mrs. Fernald's attendance in Philadelphia began the NACAE's relationship with the Literacy Research Center which led to a joint symposium at the University on September 28. Refer to page 35 for details.) Mrs. Fernald also attended workshops and small group discussions on the issue of bilingualism and "ESL Family Literacy," a project sponsored by the University of Massachusetts at Boston.

Coalition for Literacy
New York, New York
May 11, 1987
Judy G. Fernald, Lynn Ross Wood

Most important at this meeting of the Coalition's Executive Committee was the discussion of the organization's Future Directions Committee report. It was the consensus to reaffirm a commitment to support Contact, Inc., which houses the Coalition's toll-free hotline for literacy help, and seek funds to meet debts incurred during the three-year campaign. A complete report on the Coalition for Literacy can be found on page 57.

Newspaper Interview
Washington, D.C.
May 15, 1987
Lynn Ross Wood

Peter Calamai, a reporter with Southam News of Ottawa, Canada, interviewed the Executive Director who gave a history of the NACAE as well as its current and proposed projects. She discussed in detail the Council's recently-released report on illiteracy in America.

Cohn Adult Learning Center
Nashville, Tennessee
May 22, 1987
Dale R. Kelley

Mr. Kelley was present for the Center's dedication ceremony and a tour of the facility. Cohn is considered "a community school" inasmuch as it offers a network of educational programs, from one-on-one tutoring (using community volunteers) for adults reading below the fifth grade level; to training and recognition of over 4,500 adults who work in Nashville area schools helping teachers in activities for in-school children and youth; to instruction for JTPA-eligible adults preparing to pass the GED (the pass rate, over 70%, is above the national average); to both day and evening programs for adults wishing to explore and strengthen skills and interests.

Illinois Literacy Conference
Springfield, Illinois
May 27, 1987
Joyce L. Gorringe

Mrs. Gorringe attended a presentation entitled "Rural Satellite Outreach," a process of developing television tapes for beginning readers in rural locations.

Illinois State School Board
Springfield, Illinois
May 27, 1987
Joyce L. Gorringe

At the request of Illinois adult educators, Mrs. Gorringe testified before the State School Board on the subject of conferring governance of adult education from the State Board of Education to the State Board of Community Colleges.

Breakfast Literacy Meeting
Washington, D.C.
May 28, 1987
Lynn Ross Wood

Secretary Bennett hosted this breakfast meeting at which he discussed the Department's forthcoming publication, "What Works in Adult

Breakfast Literacy Meeting (continued)

Literacy." Also addressing the attendees were Mrs. Barbara Bush; Karl Haigler; Tom Duncan of Missouri Governor John Ashcroft's office; Jim Souby, Executive Director, Council of State Policy and Planning Agencies (CSPPA); Sharon Darling, consultant to CSPPA; and Judy Alamprese.

Adult Basic Education and GED/ESL/Migrant Education Region 20 Service Center
San Antonio, Texas
June 5, 1987
Mae M. Duggan

Herbert Bellamy described the programs available at this large facility attractively and conveniently located on a beautiful hill in San Antonio. ABE and GED instruction for 8,586 students was provided last year and the Project Literacy U.S. (PLUS) campaign is credited for assisting in the recruitment of students -- particularly among refugees and migrants. San Antonio schools experience a 50% drop-out rate among high school students. The state of Texas employs a Learner-Based Accountability System and Mastery Management System which allows districts to assess student mastery of objectives and record student achievement for a period of up to three years; such accountability helps determine instructional effectiveness.

Meeting with State Director for Adult Basic Education, Commonwealth of Massachusetts
Boston, Massachusetts
June 9, 1987
Nicholas M. Nikitas

At this meeting, Gail Ewer and Mr. Nikitas discussed adult education programs and legislation in Massachusetts and determined to maintain contact and exchange information on adult education matters.

Meeting with Director, Massachusetts Literacy Corps, Commonwealth of Massachusetts
Boston, Massachusetts
June 10, 1987
Nicholas M. Nikitas

Gerard D'Amico, who was appointed to direct the state's recent initiative, the Massachusetts Literacy Corps, and Mr. Nikitas met to discuss their mutual concerns for quality and accountability in the adult basic education process. They further discussed plans for the creation of a locally based effort between the Republican and Democratic city and town committees, joined together as volunteers to eradicate illiteracy in their respective communities.

Ohio Literacy Conference
Columbus, Ohio
June 11-12, 1987
Frances S. Buchholzer

This conference provided Mrs. Buchholzer with an excellent opportunity

Ohio Literacy Conference (continued)
to get an overview of adult literacy programs in the state of Ohio. She attended a number of workshops, including one entitled "Newspapers and the Beginning Reader," conducted by Jan Fenholt of the Columbus Dispatch. This session demonstrated how an instructor can teach adults to read using the local newspaper as a teaching tool. The Columbus Dispatch has been supportive of adult learning challenges and devotes an entire page of the paper to the adult reading student once a week.

NACAE Office
Washington, D.C.
June 17, 1987
Judy G. Fernald

This one-day work session was for the purpose of discussing format and concepts of the Council's forthcoming literacy symposium, in preparation for a meeting with Dr. Daniel Wagner of the University of Pennsylvania. Other Council business was conducted, including work on the NACAE's annual report with Mrs. Wood and Mrs. Saunders.

Coalition of Adult Education Organizations (CAEO) Board of Directors Meeting
Washington, D.C.
June 18, 1987
Lynn Ross Wood

The Executive Director was invited to address the CAEO Board of Directors on the Council's activities. She discussed the Council's recent regional reauthorization hearings, participation with the Coalition for Literacy, work with Karl Haigler on literacy in the workplace, the widespread acclaim of NACAE's report, "Illiteracy in America," the Council's participation at Departmental area workshops, and the forthcoming symposium on literacy with the University of Pennsylvania.

Somerville Center for Adult Learning Experiences (SCALE)
Somerville, Massachusetts
June 18, 1987
Nicholas M. Nikitas

Mr. Nikitas addressed the SCALE awards night ceremony for graduates of GED, ADP and word processing programs.

The American Seminar: "Literacy, Your Community and Its Workforce"
Denver, Colorado / Nashville, Tennessee / Washington, D.C.
June 23, 1987
J. Ben Trujillo, Dale R. Kelley, Lynn Ross Wood

Mrs. Wood attended the Washington, D.C. segment of this national teleconference at the U.S. Chamber of Commerce. The American Seminar

The American Seminar (continued)

originated from BizNet Studios and was beamed to 1,000 communities across the country. Sponsored by AACJC and IBM Corporation, AACJC President Dale Parnell served as host and participants included Hugh Downs of ABC News; Massachusetts Senator Edward Kennedy; Nebraska Governor Kay Orr; Atlanta Mayor Andrew Young; James E. Duffy, President, Communications, Capital Cities/ABC, Inc.; Garrett T. Murphy, Director, Division of Adult and Continuing Education Programs, New York State Education Department; Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching; Thomas R. Donahue, Secretary-Treasurer of the AFL-CIO; Mrs. Barbara Bush; and numerous others who are concerned and involved in the eradication of illiteracy.

Mr. Trujillo, a local businessman, attended the Denver segment at St. Cajetan's Conference Center. One of the main purposes of this teleconference was to involve business owners and management with adult educators; Mr. Trujillo sees a wide gap between these two groups and hopes the seminar will bring about a closer relationship.

Mr. Kelley attended the Nashville segment of the teleconference, held at the Nashville State Technical Institute and attended by some 200 people. The event was informative and served to demonstrate the need for an even greater emphasis on adult literacy and the problems functional illiteracy is causing for both employers and employees.

Literacy Symposium Planning Session
Washington, D.C.
June 24, 1987
Barrie S. Ciliberti, Judy G. Fernald, Lynn Ross Wood and Karen S. Saunders

Purpose of this meeting was to discuss with Dr. Daniel Wagner, Director of the Literacy Research Center (LRC) at the University of Pennsylvania, and Karl Haigler, Director of the Division of Adult Education, U.S. Department of Education, specifics in the planning of the forthcoming joint symposium entitled "Towards Defining Literacy." Possible participants and topics for paper presentations were discussed, as well as budgetary matters and other preliminary concerns.

Adult Learning Center, Bristol Community College
Fall River, Massachusetts
June 24, 1987
Nicholas M. Nikitas

Mr. Nikitas addressed the second annual GED graduation of approximately 170 students, 24 of whom were displaced workers as a result of a serious factory fire in Fall River earlier in the year. The attainment of their GED diplomas will go a long way in assisting these displaced workers in finding meaningful employment.

New Jersey Assembly Joint Committee Hearing
Trenton, New Jersey
June 25, 1987
Judy G. Fernald

Mrs. Fernald was invited to testify before the New Jersey Assembly Education Committee and Economic Development and Agriculture Committee on the problem of adult illiteracy. The subject of the hearing was a bill (A-4196) sponsored by Assemblyman Joseph Azzolina (R-Monmouth) to establish an "adult literacy partnership" between the state and private industry. The program would be run by the commissioner of education with consultation by the commissioners of higher education, labor and commerce. In addition to Mrs. Fernald, witnesses included Robert Simons, New Jersey director of adult education; David Harman, professor of education at Columbia University; Sandy Barlow, Executive Director of Literacy Volunteers of America of New Jersey; Kenneth LeFevre, deputy commissioner for commerce and economic development; and several business representatives. Mrs. Fernald, Vice Chairman of the NACAE, said the bill addresses the need for "closer coordination" of literacy programs, and that "the stakes are too high for turf battles."

Congressional Clearinghouse Conference on the Future
Washington, D.C.
June 30, 1987
Lynn Ross Wood

The Executive Director attended this all-day briefing and walk-through conference for Members of Congress and representatives of the literacy field. The purpose of this "Technology for Literacy" conference was to showcase promising applications of technology in literacy. Exhibitions included demonstrations of the Job Skills Education Project (JSEP), interactive audio and video, reading machines and word processing. Dr. Marvin Minsky of MIT, a leader in the development of Artifical Intelligence and Computer Science, was the featured speaker.

Reading Reform Foundation
San Francisco, California
July 3-5, 1987
Henry Yee

Mr. Yee addressed the 26th Annual Conference of the Reading Reform Foundation on the topic, "Can Adults Achieve Literacy?" He related his own personal experience in becoming literate as an adult in this country. The conference, attended by 300 people, some from as far away as Australia, focused on the theme that reading problems can be solved by returning to intensive phonics as a teaching method. Mr. Yee's remarks also included discussion on the federal role in adult education and the responsibilities of the NACAE.

Advisory Group Meeting for "What Works"
Washington, D.C.
July 13, 1987
Lynn Ross Wood

Mrs. Wood joined other invitees to the Department of Education's working session dealing with the draft manuscript of "What Works: Adult Literacy Programs" scheduled to be released in the fall of 1987. The meeting's format consisted of small group discussions of exemplary literacy practices followed by full group presentations. Topics included Organization of Programs, Instructors, Methods of Instruction, Curriculum, Motivation, and Evaluation and Assessment. David Harman served as principal investigator of the project.

Manatee County Community Services Department, Central Library
Bradenton, Florida
July 15, 1987
Mae M. Duggan

This library literacy program received a $19,200 grant from the U.S. Department of Education for the period of October 1, 1986 to December 31, 1987. Mrs. Duggan visited the library to ascertain whether the grant program was carrying out activities as proposed in the grant application. The project appeared to be incomplete inasmuch as materials requested by Mrs. Duggan have not been provided.

Annual Conference of State Directors of Adult Education
and GED Administrators
Seattle, Washington
July 20-24, 1987
Lynn Ross Wood

Mrs. Wood joined a panel with Bonnie Guiton, Assistant Secretary for Vocational and Adult Education; and Karl Haigler and Benita Somerfield of the Division of Adult Education to discuss the topic, "National Trends in Adult Education." Other sessions were entitled "State Policy and Progress," in which state directors for adult education shared activities in their respective states; "Accountability for the Adult Education Program," "Literacy Theatre as a Tool for Staff Development," "Major Changes in the GED Tests & Their Implications for Instruction: An Overview by the GED Test Editors," "GED Policy Issues: Improving the Program," as well as a number of other important topics. Guest speakers included James E. Duffy, President, Communications, Capital Cities/ABC.

Correctional Education Association (CEA)
San Francisco, California
July 28-29, 1987
Lily R. Balian

At the Awards Brunch of the CEA's 42nd International Conference, Mrs. Balian extended greetings from the Council, describing the role the NACAE plays in the field of adult education, and spoke about the

Correctional Education Association (continued)

contributions made by CEA members to society. CEA is the only association dedicated to serving educators and administrators who provide services to students in correctional institutions. The conference featured 132 workshops on a variety of topics applicable to correctional education; keynote speakers were Barbara Bush, James Duffy of ABC and Bill Honig, Superintendent of Public Instruction for the State of California. Mrs. Balian felt this to be a most successful conference -- beneficial in the sharing of information regarding teaching inmates in order to make them useful and productive citizens.

Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate
Washington, D.C.
August 6, 1987
Judy G. Fernald, Nicholas M. Nikitas, Lynn Ross Wood, Karen S. Saunders, Glenda A. Hildreth

NACAE's Governmental Relations and Legislation Subcommittee Chairman Nicholas Nikitas testified on behalf of the Council before Senator Claiborne Pell's Subcommittee on the issue of the reauthorization of the Adult Education Act. Mr. Nikitas presented the Council's findings and recommendations resulting from regional public hearings held by the NACAE throughout the United States. Refer to pages 49 for a full report on the reauthorization of the Act.

Coalition for Literacy
Washington, D.C.
August 7, 1987
Judy G. Fernald

The session centered around concluding Phase I activities; namely, the media awareness campaign, and moving into Phase II -- the transitional period before opening the Coalition to additional organizations whose primary and on-going focus is literacy (which will be Phase III). The Coalition's financial deficit status was reviewed, analyzed and agonized over. Jinx Crouch, President of Literacy Volunteers of America, was by consent elected chairman for the coming year.

Adult Education Center
Akron, Ohio
August 18, 1987
Frances S. Buchholzer

Mrs. Buchholzer met with Jeff Rainer, a consultant at the Ohio Department of Education, and others to review adult education programs in Summit, Medina and Stark counties. She was pleased to accept an invitation to serve on the board of the Summit County Adult Literacy Council.

GED Advisory Committee Meeting
Washington, D.C.
August 18-19, 1987
Lynn Ross Wood

Agenda items at this meeting included a summary of the GED Administrators' conference in Seattle and discussion of new items suggested by the Administrators; a comparison of educational skills among high school graduating seniors, GED examinees and GED graduates; corporate support for the GED program; changing attitudes toward serving disabled adults; and immigration patterns and implications for Spanish testing.

NACAE/University of Pennsylvania Joint SYMPOSIUM

Philadelphia, Pennsylvania
September 28, 1987
Refer to page 35 for details.

NACAE COUNCIL MEETING

Philadelphia, Pennsylvania
September 29-30, 1987 (Open)

The last meeting in fiscal year 1987 was held at the Penn Tower Hotel in Philadelphia, Pennsylvania. Guest speakers were Karl Haigler, Director of the Division of Adult Education and the Adult Literacy Initiative, U.S. Department of Education; Eugene (Sonny) Kane, Secretary's Regional Representative for Region III, U.S. Department of Education; and Jinx Crouch, President, Literacy Volunteers of America. Council visitations included a meeting with Marcienne Mattleman, Executive Director of the Mayor's Commission on Literacy in Philadelphia, and her staff who described the activities of the Commission. Members reviewed a computerized reading program called "The Savvy Reader"; visited Temple University's Center for Learning where adults use computers for instruction; and met with the Director of the Nationalities Service Center where English-as-a-Second-Language programs are taught.

SYMPOSIUM: "TOWARDS DEFINING LITERACY"

SYMPOSIUM: "TOWARDS DEFINING LITERACY"

OVERVIEW

In March, 1987, at a meeting of the National Advisory Council on Adult Education, held in Los Angeles, California, the idea for a symposium on illiteracy was hatched. It was a product of our Executive Director, Lynn Ross Wood, and gave fruitful testimony to the premise that good ideas reflect fertile minds.

A committee was formed to analyze and evaluate the symposium concept. One key issue, in the form of a question, evolved: "What is illiteracy?" The findings were reported to the full Council of the NACAE, which endorsed tne theme.

In May of 1987, our soon-to-be chairwoman, Judy Fernald, attended a workshop on adult literacy, held at the University of Pennsylvania. Both the University and the Center for Literacy in Philadelphia sponsored the event. The keynote address was delivered by Carmen St. John Hunter who stated that "...a universal definition of literacy/illiteracy is needed...." This dovetailed perfectly with the thinking of our Symposium Committee as well as the thinking of our Executive Director.

Shortly thereafter, a liaison was established between the National Advisory Council on Adult Education and Dr. Daniel Wagner of the Literacy Research Center, associated with the University of Pennsylvania. Several meetings ensued. Mr. Karl Haigler of the U. S. Department of Education was asked to participate and, consequently, he attended several meetings and offered useful advice and suggestions.

Resultingly, the University of Pennsylvania was selected as a place for the symposium to be held in September 1987. The focus of the symposium was illustrated by its theme: "Towards Defining Illiteracy."

For the benefit of those not associated with the symposium, a copy of the day-long agenda follows. The results were uniformly positive. The symposium was regarded as one of substance and meaning. A solid contribution had been made toward defining illiteracy.

Respectfully submitted,

Barrie S. Ciliberti, Ph.D.
Chairman, Symposium Committee

Towards Defining Literacy

Symposium Schedule

September 28, 1987
Philadelphia

CONFERENCE STAFF

Daniel A. Wagner, Director, LRC
Judy Fernald, Acting Chairman, NACAE
Lynn Ross Wood, Executive Director, NACAE
Cheryl Stayton, Symposium Coordinator, LRC
Karen Saunders, Symposium Coordinator, NACAE
Carole Freeman, Assistant Symposium Coordinator, LRC
Glenda Hildreth, NACAE
Marilyn Liljestrand, LRC
Amy Shargel, LRC

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37

Towards Defining Literacy

8:45 a.m. Registration and coffee (3601 Locust Walk, 2nd floor)

9:15 a.m. Welcome:

Marvin Lazerson	(Dean, GSE, University of Pennsylvania)
Marciene Mattleman	(Mayor's Commission on Literacy)
Ellen Casey	(First Lady of Pennsylvania)
Barrie Ciliberti	(National Advisory Council on Adult Education)

9:30 a.m. Opening Remarks:

Karl Haigler	(U.S. Department of Education, and Director, Adult Literacy Initiative)
William F. Goodling	(Congressman, 19th District, Pennsylvania)

10:00 a.m. **Definitions of literacy**

This presentation will deal with the lexicon of terms used to describe individuals, such as illiterate, literate, functional literate/illiterate, marginal literate, cultural literate, and so forth. Speakers will provide a point of view as to the best terminology/definitions to use in contemporary America.

Paper Presenter:	**Richard Venezky**	(University of Delaware)
Respondent:	**Reynaldo Macias**	(University of S. California)
Moderator:	**Susan Lytle**	(University of Pennsylvania)

11:15 a.m. **Literacy for what purpose**

Speakers will consider the functions and uses of literacy both in terms of individual and societal needs. Issues addressed include basic skills, workplace literacy, and remedial education. Also considered will be the literacy for "credentialing" as compared with literacy for "knowledge acquisition." This presentation will conclude with ways to characterize the purposes of literacy in America.

Paper Presenter:	**Larry Mikulecky**	(Indiana University)
Respondent:	**Arlene Fingeret**	(N. Carolina State University)
Moderator:	**Benita Somerfield**	(U.S. Dept. of Education)

12:30 p.m. Lunch (Gold Standard Restaurant, 1st and 2nd floor dining rooms, 3601 Locust Walk)

2:00 p.m. **How to measure literacy**

Presented will be a review of the ways that definitions have been operationalized in assessment, that is, put into practice for various purposes. Among the topics considered will be rationales for assessment, the use of competency-based tests, grade-level equivalents, and continuous versus dichotomous measures. Speakers will conclude with perspectives on the best ways to utilize measurement in literacy.

Paper Presenter:	**Irwin Kirsch**	(Educational Testing Service)
Respondent:	**Thomas Sticht**	(Applied Beh. & Cog. Sciences)
Moderator:	**Michael Brunner**	(Nat'l Advisory Council on Educational Research and Improvement)

3:15 p.m. **Policy implications of literacy definitions**

Various definitions of literacy have been used in policy-making to further diverse political, economic and social goals. Some definitions are useful for political decision-making, but not for the individual or service provider's needs, and vice versa. Speakers will explore the implications of the use of different definitions for different public policy purposes.

Paper Presenter:	**Jeanne Chall**	(Harvard University)
Respondent:	**Carl Kaestle**	(University of Wisconsin)
Moderator:	**Garrett Murphy**	(N.Y. State Education Dept.)

4:30 p.m. General Discussion

Moderators:	**Daniel Wagner**	(University of Pennsylvania)
	Linda Winfield	(Temple University)

5:30 p.m. Reception (1st floor dining room, 3601 Locust Walk)

WELCOME

BARRIE CILIBERTI

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

It is a very real pleasure to be here in Philadelphia and at the University of Pennsylvania. Being back evokes a line from Bruce Springsteen -- "My Hometown." Many memories, many memories, indeed.

You all know what the University of Pennsylvania is and its illustrious founder. After all, you have a football field named in his honor -- no higher accolade.

The National Advisory Council on Adult Education does not necessarily carry such a distinction. We were merely created by the Congress of the United States back in 1970, Public Law 91-230. We do have certain functions. One is to advise the President, the Congress and the Secretary of Education in the preparation of general regulations.

Also, we attempt to review the administration and effectiveness of programs under the Adult Education Act.

We submit, naturally to the President, an annual report with our findings and our recommendations.

The makeup of our Council reflects a 15-member board appointed by the President, and we serve three-year staggered terms. Some of us are in education and some of us are not, but all of us are sincerely committed to this Council and, may I say, the problem of adult education and, in particular, this problem of illiteracy.

Ladies and gentlemen, one very fine accomplishment of this Council -- and I can say that without a self-serving remark because I was not on the Council at the time -- was the development of and production of this work, Illiteracy in America: Extent, Causes and Suggested Solutions. If you have not read it, I certainly urge you to do so. It would be a wonderful addition to your library.

From my standpoint, things just simply don't happen by themselves, and so this symposium just didn't happen, just suddenly didn't appear; rather, this symposium was the brain child of this Council's Executive Director. She conceived of this idea. She brought it up to this Council for consideration, and she has been steadfast in her determination to see this symposium occur and to be productive.

Once again, ladies and gentlemen, may we give a good round of applause to Lynn Ross Wood and the work she has done.

Lynn, please stand.

And if I may, the yeoman work that was done by the symposium coordinators: Karen Saunders, for the National Advisory Council, and Cheryl Stayton, with the Literacy Research Center.

Would both of you stand and be acknowledged, please. You've done a wonderful job.

The fundamental question is: Why this symposium? And why, illiteracy? If I may, ladies and gentlemen, there are a number of quotes that perhaps could indicate why there is this symposium. And the quotes reflect five different areas.

For example, Jonathan Kozol has said "Sixty million American adults, one-third of our adult population, cannot read and understand the Bill of Rights or a daily newspaper," yet Leo Bogart, Newspaper Advertising Bureau, has indicated "A variety of current surveys indicate that between 85 percent and 89 percent of adults have read a newspaper within the last seven days."

The Ad Council and Coalition for Literacy have said this: "27 million Americans are functionally illiterate, about one adult in five." Now we have an adverb, "functionally."

The United States Department of Education has contributed this: "Between 17 million and 22 million U. S. adults are illiterate, for an overall rate of nearly 13 percent," but the U. S. Bureau of the Census has given us this: "The proportion of the U. S. population, 14 and over, who were illiterate, which now stands at about 1/2 of 1 percent, has been approximately halved in each decade since 1959."

It is no wonder that Congressman Solarz has asked in a congressional hearing in March of 1987, "Does a definition of illiteracy exist?"

Karl Haigler, Director of the Adult Literacy Initiative at the U. S. Department of Education, from whom we will hear shortly, was asked that question and he responded, cogently: "My question is, what do you mean by 'literate' or 'illiterate'?"

Depending on the definition, the word "literacy" can mean being able to read and write at a low level, or it can mean myriad skills, of which reading is only one.

Now, it is no easy task for us here this morning and this afternoon. By that same token, we have got to realize that education is not a minor issue. It's big business, and permit me to share with you a quote from Forbes magazine, 1986.

"Although no one talks about productivity in education, it is a truism that

U. S. education is big business. Some 64.2 million Americans, more than a quarter of the entire population, were studying, teaching or otherwise occupied in schools and colleges in the fall of 1986. Their activities are consuming about 7 percent of the Gross National Product..." -- almost the exact amount that is consumed by the United States Department of Defense. However, all too frequently, remedial programs are being required by both the military and business communities. Together these remedial programs represent another 6 percent of the Gross National Product.

This symposium has a tremendous responsibility, obviously, and a tremendous opportunity. One, of course, is to answer Congressman Solarz and if we do, we will have served the President, the Congress, the Secretary of Education and, more importantly or most importantly, the people of this great country. No small accomplishment.

Permit me to end with a quote from Ronald Reagan in 1972: "You can accomplish much, if you don't care who gets the credit."

And in that spirit, I welcome you. Let's begin.

BIOGRAPHICAL INFORMATION

Michael Brunner is a Senior Associate of the National Advisory Council on Educational Research and Improvement. His interests include research in reading, reading instruction, and literacy, and he played a major role in preparing the publications Becoming a Nation of Readers and Myths of Reading Achievement for the Department of Education.

Ellen Casey is the First Lady of Pennsylvania. Since her husband, Governor Robert Casey, took office this year, Mrs. Casey has been a strong advocate in the field of adult literacy.

Jeanne Chall is Professor of Education and Director of the Harvard Reading Laboratory. She is author of numerous books and articles on reading and literacy, including Learning to Read: The Great Debate and Stages of Reading Development, and co-author, with Edgar Dale, of the Dale-Chall Readability Formula and, with John Carroll, of Toward a Literate Society.

Barrie Ciliberti is an Associate Professor at Bowie State College in Maryland where he has also served as Dean of Student Academic Affairs. He is a member of the National History Honor Society and of the Presidentially-appointed National Advisory Council on Adult Education.

Arlene Fingeret is an Associate Professor in the Department of Adult and Community College Education at North Carolina State University in Raleigh, North Carolina. She has worked as a basic reading tutor, instructor, program director and developer, instructor trainer and consultant to a broad range of organizations involved in literacy education. A researcher and author, Fingeret is particularly committed to promoting collaboration between literacy researchers and practioners.

William Goodling, Congressman, 19th District of Pennsylvania, is a member of the House of Representatives Education and Labor Committee and the ranking member of the Elementary, Secondary and Vocational Education Subcommittee.

Karl Haigler is Director of the Adult Literacy Initiative and Director of the Division of Adult Education in the Office of Vocational and Adult Education of the U. S. Department of Education.

Carl Kaestle is Professor of Educational Policy Studies and History at the University of Wisconsin at Madison, and Director of the Wisconsin Center for Education Research. He has written widely on the history of American public schooling, in such publications as Pillars of the Republic: Common Schools and American Society, 1780-1860. For the past four years he has been studying the history of literacy in America and has commented on

literacy policies; he is co-author of The Subtle Danger: Reflections on the Literacy Abilities of America's Young Adults.

Irwin Kirsch is currently working in the research division of the Educational Testing Service as director of a project aimed at developing a prototype adult literacy computer adaptive testing and instruction program. He also was principal investigator for a study of literacy in the workplace funded by the Department of Defense and administered through the International Reading Association, and a recent study for the National Assessment of Educational Progress. Several of his papers on reading and literacy have appeared in Reading Research Quarterly, Journal of Educational Measurement, Adult Education Quarterly, and Phi Delta Kappan.

Marvin Lazerson is Dean of the Graduate School of Education at the University of Pennsylvania. In 1986, he completed a study of equality and excellence in American educational history. His most recent book is American Education in the Twentieth Century: A Documentary History.

Susan Lytle is Associate Director of the Literacy Research Center at the University of Pennsylvania. She teaches in the Language in Education Division of the Graduate School of Education where she directs the Program in Reading and Language Arts and the Philadelphia Writing Project. She is currently conducting research on alternative approaches to adult literacy assessment with the Center for Literacy of Philadelphia.

Reynaldo Macias is Associate Professor of Education at the University of Southern California and Director of the USC Center for Multilingual, Multicultural Research. He has served on the Board of Directors of both the National Association for Bilingual Education and the California Association for Bilingual Education. He is editor of the NABE Journal, was co-founder and co-editor of Aztlan--International Journal of Chicano Studies Research, and is one of the program authors for the new elementary school Spanish reading series, Campinatas de oro. He is currently involved in policy research and analysis on illiteracy among Latinos, at the Tomas Rivera Policy Center in Claremont, California.

Marciene Mattleman is Executive Director, Mayor's Commission on Literacy in Philadelphia. She directs several special projects including the creation of a technology resource center and the use of VISTA volunteers to contribute to the adult literacy effort. She has written and spoken widely on the topic of literacy initiatives.

Larry Mikulecky is Director of the Learning Skills Center and Professor of Education at Indiana University in Bloomington, Indiana. His interests include literacy demands of the workplace and preparing young adults to meet these demands. Recent publications include On the Job with R. Drew, and articles in Journal of Reading Behavior, Practical Academics, Reading Today, Journal of Reading, and The Review of Education.

44

Garrett Murphy is Director, Division of Adult and Continuing Education Programs, New York State Education Department. He also serves as Chairperson for the National Council of State Directors of Adult Education.

Benita Somerfield is Special Advisor in Adult Literacy for the U. S. Department of Education. She has designed and supervised adult education programs and has directed the publication of materials for Simon and Schuster, publishers, for adults learning to read.

Thomas Sticht is President and Senior Scientist, Applied Behavioral and Cognitive Sciences, Inc., San Diego, California. His research has focused on the application of cognitive science and integrated communications technologies to education and training needs of youths and adults in organizational settings. The results of this work are reported in a number of books and reports, including Reading for Working; Auding and Reading: A Developmental Model; The Textbook in American Society; and Cognitive Science and Human Resources Management.

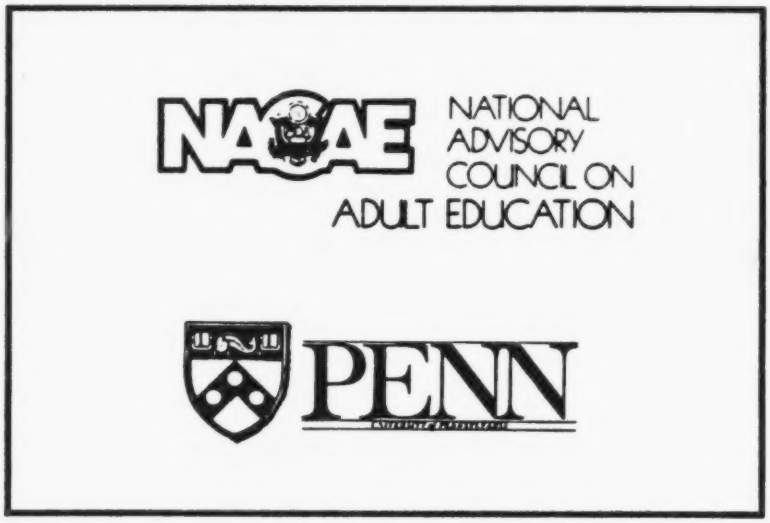
Richard Venezky is Unidel Professor of Educational Studies and Professor of Computer and Information Sciences at the University of Delaware. His research interests include the history of literacy and literacy instruction, the psychology of reading, and the uses of computers for diagnosing and teaching reading skills. He is currently working on a history of the American reading textbook.

Daniel Wagner is Director of the Literacy Research Center and Associate Professor in the Graduate School of Education at the University of Pennsylvania. He also is Director of the Morocco Literacy Project, a 5-year cross-cultural study of literacy acquisition and retention. Wagner's research interests are child development, education and literacy in a comparative perspective. He edited The Future of Literacy in a Changing World, Child Development and International Development, and co-edited Cultural Perspectives on Child Development.

Linda Winfield is an Assistant Professor in the College of Education at Temple University. She is also Senior Research Associate at the Center for Research in Human Development and Education. She is currently conducting an investigation of high vs. low literacy in Black young adults. Her research interests include alterable school variables and policies related to the acquisition of reading and literacy skills, and the relationship between instruction and assessment.

POST-SYMPOSIUM PLANS

Following the symposium, the NACAE met in session on September 29-30, 1987, and charged the Council's Symposium Committee with the responsibility of recommending an individual to edit a manuscript, should the NACAE and the Literacy Research Center of the University of Pennsylvania decide to publish. The publication would include papers presented at the symposium, together with a recap of ensuing discussions and recommendations resulting from the day-long event.



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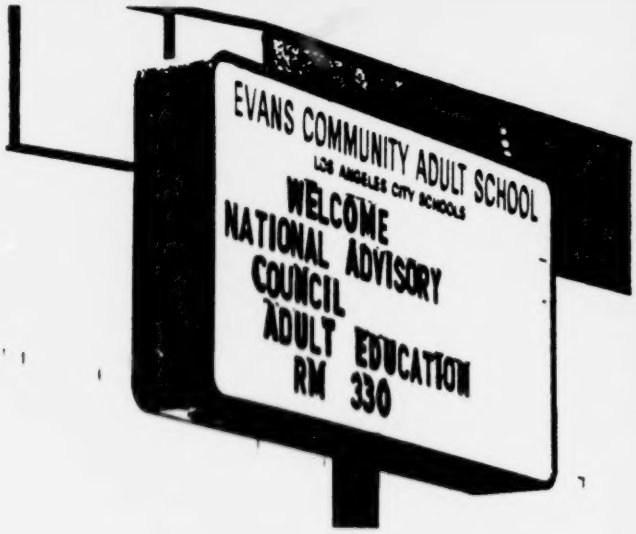
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47

OVERVIEW OF NACAE'S HEARINGS

The National Advisory Council on Adult Education, created by Congress in 1970, in adhering to its mandate, scheduled reauthorization hearings on the Adult Education Act due to expire October 1, 1988.

A comprehensive effort was undertaken across the country to take testimony from scores of state directors, local program directors on the front lines of literacy training, directors of non-profit programs, dedicated volunteers, students and those desperately in need of basic literacy skills as their gateway to the full opportunities of American citizenship.

Our goal, within time and budget constraint, was to combine the great regional geographic diversity of our country with the cultural diversity of all our people who make up that rich mosaic -- America.

As we took testimony in Nashville, Tennessee, where non-profit organizations were denied federal funds; in Newark, New Jersey, with its urban literacy needs; in Denver, Colorado, where native Americans struggle to maintain their rich culture; and in Seattle, Washington, and especially Los Angeles, California, where there is ever-increasing demand for refugee and new immigrant English-as-a-Second-Language training, we were ever mindful, as representatives of the federal government, that our role was to assure access to all citizens in need and to insure the quality and the accountability of those programs on a national basis.

Our assessment of current literacy demand and concurrent federal government myopia was perhaps too dramatic and controversial for some in both the legislative and executive branches for shortly after our findings were presented to the U.S. Senate on August 6, 1987, the NACAE was scheduled for abolishment.

To those who will now be charged with this awesome responsibility, we pass on our recommendations with the hope that they will be a guide to building a "literate America."

Respectfully submitted,

Nicholas M. Nikitas
Council Vice Chairman

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Testimony was presented to the House of Representatives and to the Senate in March and August 1987, respectively. The following testimony is a combination of the written and oral versions presented by the Council.

TESTIMONY OF NICHOLAS M. NIKITAS
NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION
WASHINGTON, D.C.

PRESENTED BEFORE
THE SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES
UNITED STATES SENATE
SENATOR CLAIBORNE PELL, RHODE ISLAND, CHAIRMAN

THE DIRKSEN SENATE OFFICE BUILDING
ROOM 430
FIRST STREET AND CONSTITUTION AVENUE, N. E.
WASHINGTON, D.C.

6 AUGUST, 1987

Good morning Mr. Chairman. As you know, the National Advisory Council on Adult Education was created by the Congress under PL 91-230 as amended in 1970 to be an independent agency charged with the responsibility to evaluate the Department of Education to resolve the crisis of adult illiteracy in America.

In late 1986, the Council released its much-acclaimed report Illiteracy in America: Extent, Causes and Suggested Solutions. Thus far in 1987, the NACAE has held public hearings on the reauthorization of the Adult Education Act in five national regions: Newark, New Jersey; Nashville, Tennessee; Denver, Colorado; Seattle, Washington; and Los Angeles, California. Throughout our hearings we have taken testimony from scores of state directors, local program directors, directors of non-profit programs, volunteers and students. We have uncovered some very interesting and significant information from the field and, therefore, are most honored to present these findings to this Committee of the Senate this morning:

DEFINITION

Because the term "literacy" means so many different things to so many different people, the National Advisory Council on Adult Education is sponsoring a symposium entitled "Towards Defining Literacy" at the University of Pennsylvania on September 28, 1987, to finally create a definitive interdisciplinary framework which will help us to begin to combat this most severe national crisis. When a general consensus on definition is reached, all service providers, legislators, citizens who need basic skills training, and indeed all Americans, will be brought to a level playing field to work toward the same coherent and consistent resolution of this crisis.

THE ACT

There is much confusion among our populace as to the title "Adult Education Act." Therefore, the NACAE recommends that the title should be changed to "Adult Basic Education Act" to avoid confusion with other continuing programs at the local level.

CATEGORICAL LEVELS

When the Act was passed in the 1960s, there were three equivalency levels of ABE: Level 1 was intended for those with 0-4 capability, level 2 for grades 5-8 equivalency; and level 3 was intended to train those with a equivalency of grade level 9 and above. Under the reform of the 1970s, levels 1 and 2 were combined into a new level 1 for 0-8 and level 2 remained the same for grade 9 and above. This change has effectively allowed state and local agencies to expend most of the earmarked dollars for the new level 1 at the top half of its spectrum. The NACAE favors the return to the previous levels of funding so as neither to encourage nor to allow program deliverers to save time and labor by teaching only the more easily educable students in the top half of level 1. A return to the original three-tiered system would insure that those most in need of basic skills, those most difficult to teach, will receive the training and that programs can more easily be held accountable. It is the NACAE's recommendation that the ESL programs also be divided in three tiers: beginner, intermediate, and advanced. The NACAE believes that this reform will reverse the trend of the quantity of students passing through each program as a measure of success, back to the quality of the training provided the students most desperately in need.

MAINTENANCE OF EFFORT (Section 307)

Most state directors of adult basic education view the "maintenance of effort" provision of the Act as a legislated incentive to distort and deceive. In anticipation of regional economic downturns, most states deliberately underreport the actual state and local commitment to ABE programs so as not to be penalized by reduction in federal funding. While this practice cannot be allowed to continue per se, the impact on accurate data collection, program evaluation and effectiveness, and long range planning is catastrophic.

No serious effort to reducing illiteracy can be undertaken without the most accurate data collected from the field. Removal of the maintenance of effort provision can help the state directors and the U. S. Department of Education to quantify the depth of our crisis and the scope of existing programmatic effectiveness.

DUPLICATION OF EFFORT (Section 309)

Because of the heightened public and political awareness of the crisis of illiteracy, the NACAE believes that new legislation and its concomitant duplication of effort is precisely what is not needed.

The U. S. Department of Education should be encouraged to undertake a competitive state by state audit of existing programs, human and capital commitments, and a current and future needs assessment. We have previously described some of the legislative impediments to such investigation, but there is one legislative incentive that we believe should be included in the reauthorization of the Act: a targeted state by state performance contract in the form of a federal report card on any state's comparative effectiveness with other states and the punitive denial of federal funding should any states not fully cooperate.

There is no current means to quantify the aggregate federal funds already committed to adult basic education outside of the purview of this Act. No one has yet unravelled the massive duplication and waste in overlapping appropriations of adult education funds by the Departments of Defense, Labor, HHS, etc. Before we call for more money at the local level, let us shake loose the money caught in different branches of the federal money tree.

Once the federal government knows how much is already committed, the NACAE believes the federal government must examine how it is being committed. There must be a horizontal cooperation and a sharing of data among all governmental agencies on each step of the vertical delivery system, i.e. the Immigration and Naturalization Service with the Defense Department on the federal level, or drug and alcohol clinics with private industry councils on the local level.

STUDENT PROGRESS (Section 306)

There must be some objectivized means to assess individual student progress. Many students who can never hope to benefit from the program must continue to be served under current guidelines. Local discretion for periodic reassessment is important to determine whether or not a student can or should be retained. We repeatedly heard in testimony before us that the presence of these students is a definite disincentive for other students who want to learn and it often leads directly to increasing the dropout rate and even denying seats to students who yearn to learn.

ACCURATE DATA COLLECTION

Any effort to solve the crisis of adult illiteracy is doomed to failure should the current ways and means of data collection be continued.

NACAE believes that there must be a major effort to examine exemplary methods of retention and dropout prevention. We must exit track the success rate of graduating students in quality of life changes and job circumstances at intervals of three, six, twelve and eighteen months to determine whether or not current teaching methods and curricula are effective.

CURRICULUM DEVELOPMENT

There must be an incentive at the national level to encourage the research and development of new curricula. The current state and local bureaucracy is both fearful of destabilizing change and is frankly too overworked to undertake such a project. The State of California is quite successful in offering a "concurrent education" to young adults who are in high school but would either prefer or find it necessary to attend classes in the evening or conversely adult basic education students who wish to attend traditional school. The NACAE also believes that by his or her very nature, the adult learner may be discouraged from attending classes in formal settings vs. informal community centers. Local flexibility must always be encouraged to eliminate any barriers to participation.

NEW TECHNOLOGY

The NACAE believes that attention must be given to information age computer technology to break away from the labor intensity of one-to-one training and move to group training of perhaps thirty or forty to one if we are to make any headway against the ever rising pool of our adult illiterate populations. Let us use this new technology to accelerate volunteer teacher training, encourage the use of "GED on TV" courses in the home and in the workplace, and provide both video and audio tapes for the millions of Americans who are hearing, sight and mobility impaired. Why not encourage the departments of education in all fifty states to research, produce and program an independent cable network statewide and around the clock for ABE, ESL, GED and other instructional telebroadcasting. Let us be ever mindful that our primary goal is the total eradication of illiteracy and not the creation of more labor intensity in our service provision.

Phonics - The NACAE believes that the use of phonics in teaching reading should be encouraged over the "look-say" method. Since 1911, the phonics method has been more effective in all 124 studies undertaken.

Bilingual - Any reference to or adherence to the bilingual method of training should be removed from the Act in favor of the more widely successful and time-effective method of English-as-a-Second-Language. A burgeoning pool of new immigrants and political refugees bears such social and economic impact on our nation's communities that we must break down any institutional barriers and limits to assimilating the new arrivals as

quickly and efficiently as possible to the full rank of citizenship in their new country. Even our public education system K-12 has proven to be an invaluable "connector" between the children of new arrivals and their older, less assimilated parents in seeking ESL and ABE skills.

Bilingual education has been successful only in creating a 20-year infrastructure of professors, administrators and teachers whose entire careers depend on insuring that students are never fully trained and reintegrated into a regular classroom environment. The new Ellis Island, that gateway to a bright American future, lies for many in English-as-a-Second-Language training. If we are ever to regain our intellectual and economic superiority as a nation, America's new residents and her long-time citizens must march together toward common literacy and social justice.

Competition - The NACAE believes that there must be some federally based competition among the states and locally based competition within the states injected into the delivery process. Requests for proposals must be given equal weight for private and non-profit providers without the turfing fear of losing the authority of the LEA's if we are to seriously attack the crisis.

STATE ADVISORY COUNCILS

The NACAE has found that wherever state advisory councils have been the most broadly representative of public, private, and non-profit adult basic education service providers, the programs are the most exemplary. The NACAE believes that whenever the services are the most integrated, both quantity and quality are most certain to increase. States should also encourage local advisory councils to act as clearing houses for print materials, computer hardware and software, books, library resources, data collection, legislative advocacy, hotline access, and networking among all providers. By this means of shared local resources and responsibility, the NACAE believes strongly that service delivery can be most fully integrated and effective.

CONCLUSION

Though heightened public awareness is essential, it bears its own new set of problems. The number of players has so multiplied that we must be ever mindful not to diffuse effort.

Political pressure for "pride of authorship" legislation must be avoided at all costs if we are to improve existent institutional commitments on the short range. In order to avoid any temporal or quick-fix solutions, the NACAE recommends that a federal study be undertaken to assess all elements of current need and a projection for the resolution of the crisis of adult illiteracy under a strategic master plan for the next

10 years. We have already created a 20-year infrastructure and the pool of illiterates has continued to increase.

Let us eliminate any planning set asides and other process impediments to adult basic education.

Let us encourage our public and private universities to train more students in ABE and ESL and offer them degree credit hours as student interns.

Let us encourage the use of local libraries not only as input clearing houses on literacy resources but as output centers of ABE and ESL training.

Let us encourage year-round training as a more consistent delivery system to reduce the high ABE dropout rate.

Let us all work in concert to reform our K-12 education system -- to analyze the demands of the new family in the new America -- to paint with the creative freedom of artists to invest in America's greatest asset -- her people. For as Edward Everett once said: "An educated populace is a better safeguard of liberty than even a standing army."

Mr. Chairman, the National Advisory Council on Adult Education unanimously supports reauthorization.

COALITION FOR LITERACY

COALITION FOR LITERACY

This was a year of evaluation and proposed changes for the Coalition for Literacy, the national organization linking together the leaders in adult literacy to bring America's illiteracy problem to light. NACAE was involved from the Coalition's inception and has served on the eleven-member Executive Committee.

In 1987, the Coalition successfully completed its three-year awareness campaign. The three major objectives were:

1. develop and implement a three-year public service advertising campaign with the Ad Council in order to increase awareness of adult illiteracy as a large and growing problem, as well as to motivate prospective volunteers to join the national literacy movement, link them to local literacy agencies and generate support from business;

2. respond to public interest and inquiries by providing a toll-free 800 telephone number, and a mail and phone referral service through the Contact Literacy Center, Inc., in Lincoln, Nebraska; and

3. raise funds to support the public awareness campaign.

At its May 1987 meeting, the Coalition's Executive Committee voted for changes in the membership of the Committee and for new objectives. The Executive Committee was reorganized as a Steering Committee, and other organizations were considered for membership.

The objectives for the future are:

- provide a mechanism for regular communication among those national groups whose primary interest is literacy;

- stimulate, review and guide public awareness campaigns targeted to particular populations or purposes;

- assess national needs, identify gaps in service, and promote the development of services to fill these gaps;

- establish policies for the operation of continuous literacy information and public referral services;

- provide a forum for the discussion of new national literacy initiatives;

- o influence public policy across the nation and maintain ties with the state literacy coalitions; and

- o provide a forum for the examination of relevant research and development projects in adult literacy.

The work of the Contact Literacy Center continues.

NACAE'S RECOMMENDATIONS

NACAE RECOMMENDATIONS

TO THE PRESIDENT

- Charge the Office of Management and Budget with conducting a feasibility study for a federal data base system to log and track every program and dollar spent on adult education/literacy.

TO THE CONGRESS OF THE UNITED STATES COVERING THE ADULT EDUCATION ACT

- The name of the Adult Education Act should be changed to the Adult Basic Education Act.

- Return to the three equivalency levels of Adult Basic Education (ABE) as originally passed in the Adult Education Act of the 1960s; that is, Level 1 be intended for those with 0-4 capability, Level 2 for grades 5-8 equivalency, and Level 3 to train those with an equivalency of grade 9 and above. The Council favors this return so as neither to encourage nor to allow program deliverers to save time and labor by teaching only the more easily educable students in the top half of Level 1.

- Remove any reference to or adherence to the bilingual method of training in the Adult Education Act in favor of the more widely successful and time-effective method of English-as-a-Second-Language (ESL). Bilingual education has been successful only in creating a 20-year infrastructure of professors, administrators and teachers whose entire careers depend on insuring that students are never fully trained and reintegrated into a regular classroom environment.

- ESL programs should be divided into three tiers: beginner, intermediate and advanced. We believe that this reform will reverse the trend of the quantity of students passing through each program as a measure of success, back to the quality of the training provided the students most desperately in need.

- Delete the maintenance of effort provision. We feel the removal can help the state directors and the U.S. Department of Education to quantify the depth of our crisis and the scope of existing programmatic effectiveness.

- Eliminate any planning set asides and other process impediments to adult basic education.

- Local discretion should be used for periodic reassessment to determine whether or not a student can or should be retained. We repeatedly heard in testimony before us that the presence of these students is a definite disincentive for other students who want to learn and it often leads directly to increasing the dropout rate and even denying seats to students who yearn to learn.

TO THE SECRETARY OF THE UNITED STATES DEPARTMENT OF EDUCATION

- The Secretary's Adult Literacy Initiative should be merged into the Department's Office of Vocational and Adult Education as a permanent component.

- A federal study should be undertaken by the U.S. Department of Education to assess all elements of current need with a projection for the resolution of the crisis of adult illiteracy under a strategic master plan for the next 10 years. We have already created a 20-year infrastructure and the pool of illiterates has continued to increase.

- Encourage state departments of education to give attention to information age computer technology to break away from the labor intensity of one-to-one training and move to group training. Our primary goal is the total eradication of illiteracy and not the creation of more labor intensity in our service provision.

- Continue to encourage the use of phonics in teaching reading and spelling. In all legitimate studies undertaken, the phonics method has been more effective than the "look-say" method.

- A major effort should be undertaken by the U.S. Department of Education to examine exemplary methods of retention and dropout prevention. Any effort to solve the crisis of adult illiteracy is doomed to failure should the current ways and means of data collection be continued.

- Devise a system to encourage federally based competition among the states and locally based competition within the states injected into the delivery process. Requests for proposals must be given equal weight for private and non-profit providers.

APPENDICES

THE ADULT EDUCATION ACT

Short Title

Sec. 301. This title may be cited as the "Adult Education Act". 1/

Statement of Purpose

Sec. 302. It is the purpose of this title to expand educational opportunities for adults and to encourage the establishment of programs of adult education that will—

(1) enable all adults to acquire basic literacy skills necessary to function in society,

(2) enable adults who so desire to continue their education to at least the level of completion of secondary school, and

(3) make available to adults the means to secure training and education that will enable them to become more employable, productive, and responsible citizens.

Definitions

Sec. 303. As used in this title—

(a) The term "adult" means an individual who has attained 16 years of age or who is beyond the age of compulsory school attendance under State law, except that for the purpose of section 305(a), the term "adult" means an individual 16 years of age or older.

(b) The term "adult education" means instruction or services below the college level for adults who do not have—

(1) the basic skills to enable them to function effectively in society; or

(2) a certificate of graduation from a school providing secondary education (and who have not achieved an equivalent level of education).

(c) The term "adult basic education" means adult education for adults whose inability to speak, read, or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability, which is designed to help eliminate such inability and raise the level of education of such individuals with a view to making them less likely to become dependent on others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities.

1/ This is a compilation of the Adult Education Act, Public Law 91-230, and all of its amendments through October 19, 1984.

(d) The term "Secretary" means the Secretary of Education.

(e) The term "Community school program" is a program in which a public building, including but not limited to a public elementary or secondary school or a community or junior college, is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, cultural, and other related community services for the community that center serves in accordance with the needs, interests, and concerns of that community.

(f) The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools, except that, if there is a separate board or other legally constituted local authority having administrative control and direction of adult education in public schools therein, such term means such other board or authority.

(g) The term "State" includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

(h) The term "State educational agency" means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools; or if there is a separate State agency or officer primarily responsible for supervision of adult education in public schools, then such agency or officer may be designated for the purpose of this title by the Governor or by State law. If no agency or officer qualifies under the preceding sentence, such term shall mean an appropriate agency or officer designated for the purposes of this title by the Governor.

(i) The term "academic education" means the theoretical, the liberal, the speculative, and classical subject matter found to compose the curriculum of the public secondary school.

(j) The term "institution of higher education" means any such institution as defined by section 481 of the Higher Education Act of 1965.

State Grants

Sec. 304. (a)(1) The Secretary is authorized to make grants to States, which have State plans approved by him under section 306 for the purposes of this section, to pay the Federal share of the cost of (A) the establishment or expansion of adult basic education programs to be carried out by local educational agencies and by public or private agencies, organizations, and institutions and (B) the establishment or expansion of adult education programs to be carried out by local educational agencies and by public or private agencies, organizations, and institutions. Grants provided under this section to States to carry out the programs described in the preceding sentence may be carried out by public or private agencies, organizations, and institutions only if the applicable local educational agency has been consulted with and has had an opportunity to comment on the application of such agency, organization, or

institution. The State educational agency shall not approve any application unless assured that such consultation has taken place. Such application shall contain a description of the cooperative arrangements that have been made to deliver services to adult students.

(2) Grants provided under this section may not be used to carry out programs by a for-profit agency, organization, or institution unless such agency, organization, or institution (A) can make a significant contribution to attaining the objectives of this Act, and (B) can provide substantially equivalent education at a lesser cost or can provide services and equipment not available in public institutions. Whenever the establishment or expansion of programs is carried out by a for-profit agency, organization, or institution, the State educational agency or eligible applicant shall enter into a contract with such agency, organization, or institution, for the establishment or expansion of such programs.

(b) Not more than 20 per centum of the funds granted to any State under subsection (a) for any fiscal year shall be used for the education of institutionalized individuals.

State Allotments

Sec. 305. (a) Subject to the last sentence of this subsection, from the sums available for purposes of section 304(a) for the fiscal year ending June 30, 1972, and for any succeeding fiscal year, the Secretary shall allot (1) $100,000 each to Guam, American Samoa, the Trust Territory of the Pacific Islands, the Northern Mariana Islands, and the Virgin Islands according to their respective needs for assistance under such section, and (2) $250,000 to each State. From the remainder of such sums he shall allot to each State an amount which bears the same ratio to such remainder as the number of adults who do not have a certificate of graduation from a school providing secondary education (or its equivalent) and who are not currently required to be enrolled in schools in such State bears to the number of such adults in all States. No State shall be allotted in any fiscal year beginning after September 30, 1984, an amount less than that State received for fiscal year 1984.

(b) The portion of any State's allotment under subsection (a) for a fiscal year which the Secretary determines will not be required, for the period such allotment is available, for carrying out the State plan approved under this title shall be available for reallotment from time to time, on such dates during such period as the Secretary shall fix, to other States in proportion to the original allotments to such States under subsection (a) for such year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum which the Secretary estimates such State needs and will be able to use for such period for carrying out its State plan approved under this title, and the total of such reductions shall be similarly reallotted among the States whose proportionate amounts are not so reduced. Any amount reallotted to a State under this subsection during a year shall be deemed part of its allotment under subsection (a) for such year.

State Plans

Sec. 306. (a) A State shall be eligible to receive its allotment under section 305 if—

(1) it has on file with the Secretary a general State application under section 435 of the General Education Provisions Act, and

(2) it has submitted to the Secretary at such times (not more frequently than one every three years), and in such detail, as the Secretary shall prescribe a State plan meeting the requirements of subsection (b).

(b) A State plan under this title shall—

(1) set forth a program for the use of funds provided under this title to carry out the purposes stated in section 302 with respect to all segments of the adult population in the State, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults;

(2) provide for the administration of the program by the State educational agency;

(3) describe the procedures the State will use to ensure that in carrying out such program there will be adequate consultation, cooperation, and coordination among the State educational agency, State manpower service councils, State occupational information systems, and other agencies, organizations, and institutions in the State which operate employment and training programs or other educational or training programs for adults; and for coordination of programs carried on under this title with other programs, including reading improvement programs, designed to provide reading instruction for adults carried on by State and local agencies;

(4) identify (A) the needs of the population of the State for services authorized under this title, (B) the other resources in the State available to meet those needs, and (C) the goals the State will seek to achieve in meeting those needs over the period covered by the plan;

(5) provide that such agency will make available not to exceed 20 per centum of the State's allotment for programs of equivalency for a certificate of graduation from a secondary school;

(6) provide such fiscal control and fund accounting procedures as may be necessary to assure proper disbursement of and accounting for Federal funds paid the State under this title (including such funds paid by the State to local educational agencies and public or private nonprofit agencies, organizations, and institutions);

(7) describe the means by which the delivery of adult education services will be significantly expanded through the use of agencies, institutions, and organizations other than the public school systems, such as business, labor unions, libraries, institutions of higher education, public health authorities, antipoverty programs, and community organizations;

(8) describe the means by which representatives of business and industry, labor unions, public and private educational agencies and institutions, churches, fraternal and voluntary organizations, community

organizations, State and local manpower and training agencies, and representatives of special adult populations, including residents of rural areas, residents of urban areas with high rates of unemployment, adults with limited English language skills, and institutionalized adults, and other entities in the State concerned with adult education have been involved in the development of the plan and will continue to be involved in carrying out the plan, especially with regard to the expansion of the delivery of adult education services through those agencies, institutions, and organizations;

(9) describe the efforts to be undertaken by the State to assist adult participation in adult education programs through flexible course schedules, convenient locations, adequate transportation, and meeting child care needs;

(10) provide that special emphasis be given to adult basic education programs except where such needs are shown to have been met in the State;

(11) provide that special assistance be given to the needs of persons with limited English proficiency (as defined in section 703(a) of title VII of the Elementary and Secondary Education Act of 1965) by providing a bilingual adult education program of instruction in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, carried out in coordination with programs of bilingual education assisted under title VII and bilingual vocational education programs under the Vocational Education Act of 1963.

(12) demonstrate that the special educational needs of adult immigrants in the State have been examined, and provide for the implementation of adult education and adult basic education programs for immigrants to meet existing needs;

(13) set forth the criteria by which the State will evaluate the quality of proposals from local agencies, organizations, and institutions;

(14) provide such information about the State's adult education students, programs, expenditures, and goals as the Secretary may require, together with information with respect to the age, sex, and race of students in the programs assisted under this Act and whether the students complete such programs; and

(15) provide such further assurances and information as the Secretary may require.

(c) The Secretary shall not finally disapprove any State plan submitted under this title, or any modification thereof, without first affording the State educational agency reasonable notice and opportunity for a hearing.

Payments

Sec. 307. (a) The Federal share of expenditures to carry out a State plan shall be paid from a State's allotment available for grants to that State. The Federal share shall be 90 per centum of the cost of carrying out the State's

programs, except that with respect to Guam, American Samoa, the Virgin Islands, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands, the Federal share shall be 100 per centum.

(b)(1) No payment shall be made to any State from its allotment for any fiscal year unless the Secretary finds that the fiscal effort per student or the amount available for expenditure by such State for adult education from non-Federal sources for the preceding fiscal year was not less than such fiscal effort per student or such amount available for expenditure for such purposes from such sources during the second preceding fiscal year, but no State shall be required to use its funds to supplant any portion of the Federal share.

(2) The Secretary may waive, for one fiscal year only, the requirements of paragraph (1) of this subsection, if the Secretary determines that such a waiver would be equitable due to exceptional or uncontrollable circumstances such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State educational agency.

Administration of State Plans

Sec. 308. Whenever the Secretary has reason to believe that, in administering its State plan, a State has failed to comply substantially with any provision of that State plan, the Secretary may take appropriate action under sections 453 and 454 of the General Education Provisions Act.

Research, Development, Demonstration, Dissemination, and Evaluation

Sec. 309. (a)(1) The Secretary shall, with funds set aside under section 314(b), support applied research, development, demonstration, dissemination, evaluation, and related activities which will contribute to the improvement and expansion of adult education in the United States. The activities required by this subsection may include—

(A) improving adult education opportunities for elderly individuals and adult immigrants,

(B) evaluating educational technology and computer software suitable for providing instruction to adults, and

(C) supporting exemplary cooperative adult education programs which combine the resources of businesses, schools and community organizations.

(2)(A) The Secretary may support such activities directly, or through grants to, or contracts or cooperative agreements with, public or private institutions, agencies, or organizations, or individuals, including business concerns.

(B) Whenever the Secretary makes a grant or enters into a contract or cooperative agreement with any private for-profit institution, agency, organization, individual, or business concern, the Secretary shall assure that participants in the program assisted under this subsection are not charged for their participation.

(b) In addition to the responsibilities of the Director under section 405 of the General Education Provisions Act, the Director of the National Institute of Education may, with funds available under that section or with funds set aside under section 314(b) of this Act, support research on the special needs of individuals requiring adult education. The Director may support such research directly, or through grants to, or contracts or cooperative agreements with, public or private institutions, agencies, or organizations, or individuals.

Use of Funds for Special Experimental Demonstration Projects and Teacher Training

Sec. 310. Of the funds allotted to a State under section 305 for a fiscal year, not less than 10 per centum shall be used for—

(1) special projects which will be carried out in furtherance of the purposes of this title, and which—

(A) involve the use of innovative methods, including methods for educating persons of limited English-speaking ability, systems, materials, or programs which may have national significance or be of special value in promoting effective programs under this title, or

(B) involve programs of adult education, including education for persons of limited English-speaking ability, which are part of community school programs, carried out in cooperation with other Federal, federally assisted, State, or local programs which have unusual promise in promoting a comprehensive or coordinated approach to the problems of persons with educational deficiencies; and

(2) training persons engaged, or preparing to engage, as personnel in programs designed to carry out the purposes of this title.

State Advisory Councils

Sec. 311. Any State may use funds granted under section 304 to support a State advisory council which assists the State educational agency to plan, implement, or evaluate programs or activities assisted under this Act.

National Advisory Council on Adult Education

Sec. 312. (a) The President shall appoint a National Advisory Council on Adult Education (hereinafter in this section referred to as the "Council").

(b) The Council shall consist of fifteen members who shall, to the extent possible, include persons knowledgeable in the field of adult education, State and local public school officials, and other persons having special knowledge and experience, or qualifications with respect to adult education, including education for persons of limited English-speaking ability in which instruction is given in English and, to the extent necessary to allow such persons to progress effectively through the adult education program, in the native language of such persons, and persons representative of the general public. The Council shall meet initially at the call of the Secretary and elect from its number a chairman. The Council will thereafter meet at the call of the

chairman, but not less often than twice a year. Subject to section 448(b) of the General Education Provisions Act, the Council shall continue to exist until October 1, 1988.

(c) The Council shall advise the Secretary in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State plans under section 306 and policies to eliminate duplication, and to effectuate the coordination of programs under this title and other programs offering adult education activities and services.

(d) The Council shall review the administration and effectiveness of programs under this title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to adult education activities and services). The President shall transmit each such report to the Congress together with his comments and recommendations. The Secretary of Education shall coordinate the work of the Council with that of other related advisory councils.

Limitation

Sec. 313. No grant may be made under this title for any educational program, activity, or service related to sectarian instruction or religious worship, or provided by a school or department of divinity. For purposes of this section, the term "school or department or divinity" means an institution or a department or branch of an institution whose program is specifically for the education of students to prepare them to become ministers of religion or to enter upon some other religious vocation, or to prepare them to teach theological subjects.

Appropriations Authorized

Sec. 314. (a) For the purpose of carrying out this title there are authorized to be appropriated $140,000,000 for fiscal year 1985 and such sums as may be necessary for each of the three succeeding fiscal years.

(b)(1) From the amount appropriated pursuant to subsection (a) for any fiscal year the Secretary may set aside not to exceed 5 per centum of that amount for programs under section 309. The remainder of the amount appropriated in each fiscal year shall be available for grants made under section 304.

(2) No set aside may be made pursuant to paragraph (1) of this subsection in any fiscal year in which the amount appropriated pursuant to subsection (a) of this section is less than $112,000,000.

Improvement of Educational Opportunities for Adult Indians

Sec. 315. (a) The Secretary shall carry out a program of making grants to State and local educational agencies, and to Indian tribes, institutions, and organizations, to support planning, pilot, and demonstration projects which are designed to plan for, and test and demonstrate the effectiveness of, programs for providing adult education for Indians—

(1) to support planning, pilot, and demonstration projects which are designed to test and demonstrate the effectiveness of programs for improving employment and educational opportunities for adult Indians;

(2) to assist in the establishment and operation of programs which are designed to stimulate (A) the provision of basic literacy opportunities to all nonliterate Indian adults, and (B) the provision of opportunities to all Indian adults to qualify for a high school equivalency certificate in the shortest period of time feasible;

(3) to support a major research and development program to develop more innovative and effective techniques for achieving the literacy and high school equivalency goals;

(4) to provide for basic surveys and evaluations thereof to define accurately the extent of the problems of illiteracy and lack of high school completion among Indians;

(5) to encourage the dissemination of information and materials relating to, and the evaluation of the effectiveness of, education programs which may offer educational opportunities to Indian adults.

(b) The Secretary is also authorized to make grants to Indian tribes, Indian institutions, and Indian organizations to develop and establish educational services and programs specifically designed to improve educational opportunities for Indian adults.

(c) The Secretary is also authorized to make grants to, and contracts with, public agencies, and institutions, and Indian tribes, institutions, and organizations for—

(1) the dissemination of information concerning educational programs, services, and resources available to Indian adults, including evaluations thereof; and

(2) the evaluation of the effectiveness of federally assisted programs in which Indian adults may participate in achieving the purposes of such programs with respect to such adults.

(d) Applications for a grant under this section shall be submitted at such time, in such manner, and contain such information, and shall be consistent with such criteria, as may be established as requirements in regulations promulgated by the Secretary. Such applications shall—

(1) set forth a statement describing the activities for which assistance is sought;

(2) provide for an evaluation of the effectiveness of the project in achieving its purposes and those of this section.

The Secretary shall not approve an application for a grant under subsection (a) unless he is satisfied that such application, and any documents submitted with respect thereto, indicate that there has been adequate participation by the individuals to be served and tribal communities in the planning and development of the project, and that there will be such a participation in the

operation and evaluation of the project. In approving applications under subsection (a), the Secretary shall give priority to applications from Indian educational agencies, organizations, and institutions.

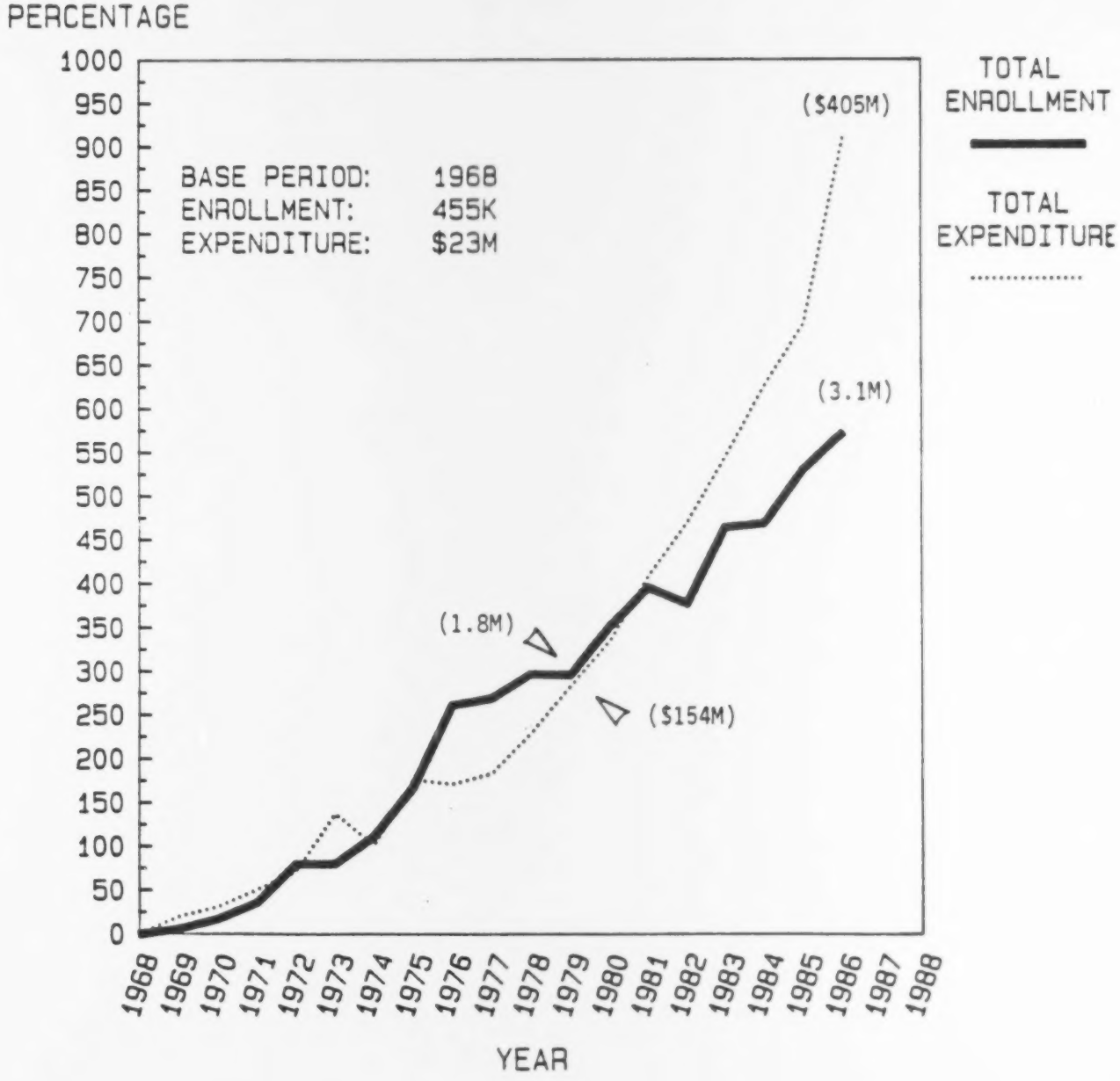
(e) For the purpose of making grants under this section there are hereby authorized to be appropriated $5,000,000 for the fiscal year ending June 30, 1973, and $8,000,000 for each of the succeeding fiscal years ending prior to October 1, 1986. There is also authorized to be appropriated for such purpose for each of the fiscal years 1987, 1988, and 1989, an amount not to exceed the amount appropriated for such purpose for fiscal year 1986.

LEGISLATIVE HISTORY

P.L. 89-750, Nov. 3, 1966, Title III, 80 Stat. 1191;
P.L. 90-247, Jan. 2, 1968, Title V, 81 Stat. 815;
P.L. 90-576, Oct. 16, 1968, 81 Stat. 1095;
P.L. 91-230, April 13, 1970, Title III, 84 Stat. 159;
P.L. 91-600, Dec. 30, 1970, 84 Stat. 1669;
P.L. 92-318, June 23, 1972, 86 Stat. 342;
P.L. 93-29, May 3, 1973, 87 Stat. 59;
P.L. 93-380, Aug. 21, 1974, Title VI, Part A, 88 Stat. 576;
P.L. 94-405, Sept. 10, 1976, Title III;
P.L. 94-482, Oct. 12, 1976, Title III;
P.L. 95-112, Sept. 24, 1977, 91 Stat. 911;
P.L. 95-561, Nov. 1, 1978;
P.L. 97-35, Aug 13, 1981;
P.L. 98-511, Oct. 19, 1984

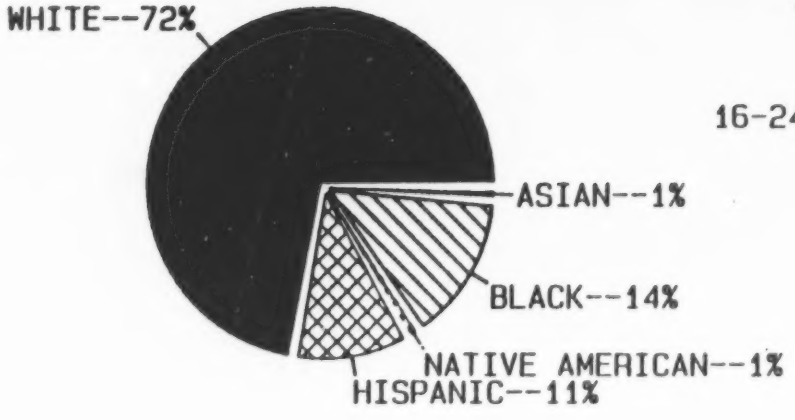
FEDERAL AND STATE ADULT EDUCATION STATISTICS

PARTICIPATION AND EXPENDITURE IN ADULT BASIC AND ADULT SECONDARY EDUCATION PERCENTAGE INCREASE, 1968-86

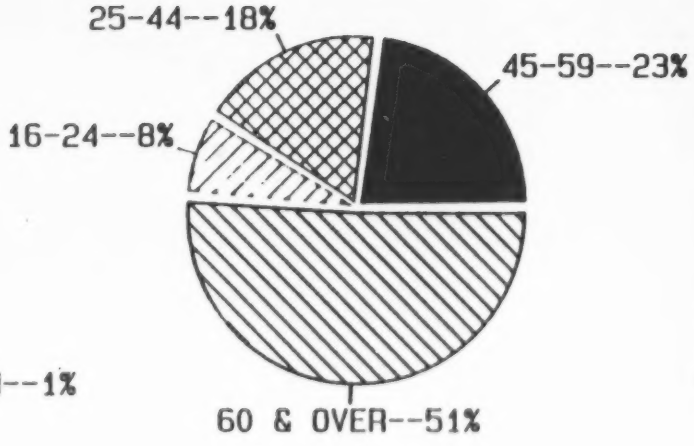


SOURCE: DIVISION OF ADULT EDUCATION
U.S. DEPARTMENT OF EDUCATION

ABE TARGET POPULATION
BY ETHNICITY & AGE
1980 CENSUS



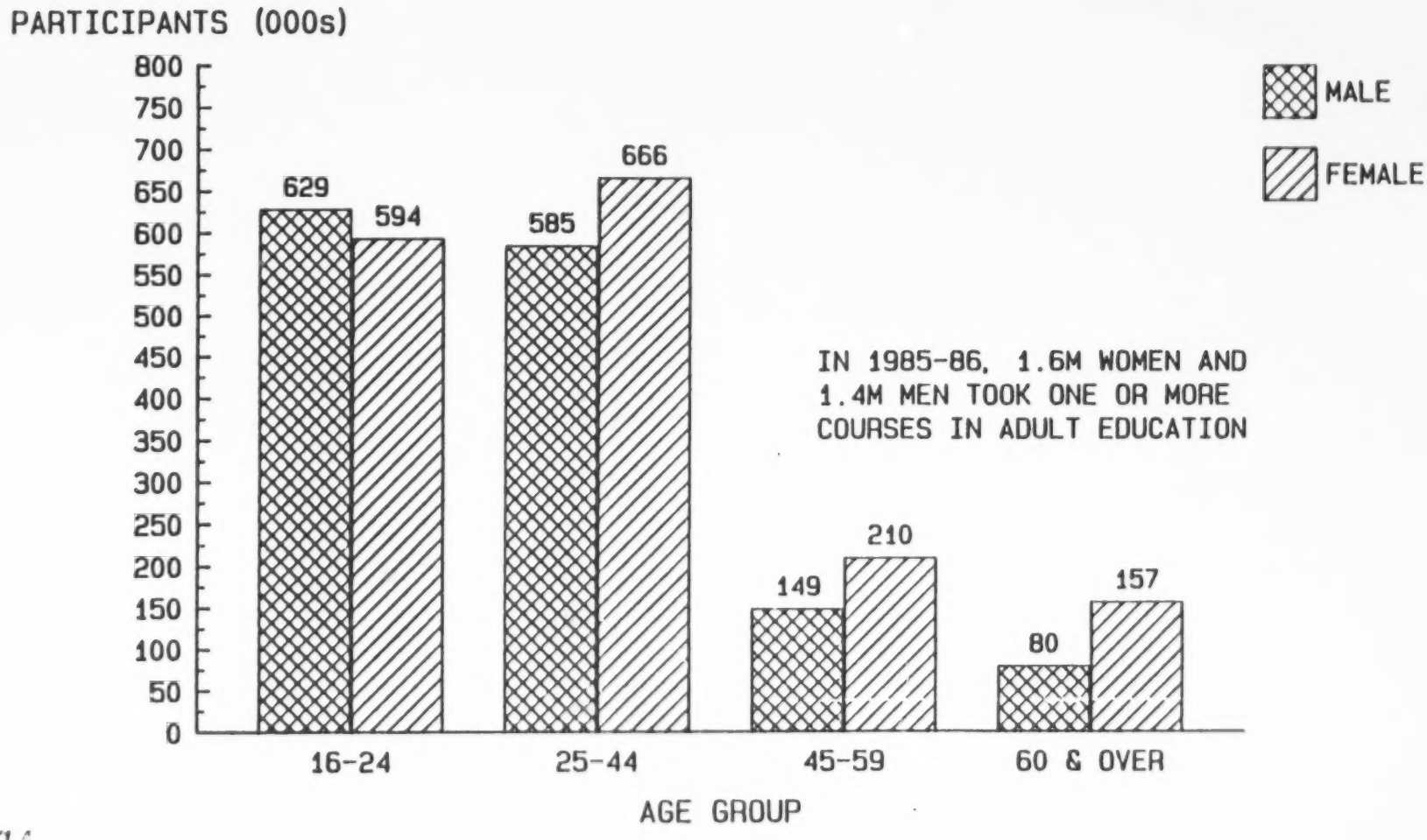
ETHNICITY
26.2 MILLION



AGE
26.2 MILLION

SOURCE: DIVISION OF ADULT EDUCATION

AGE & SEX
OF PARTICIPANTS IN ADULT EDUCATION
PROGRAM YEAR 1985-86



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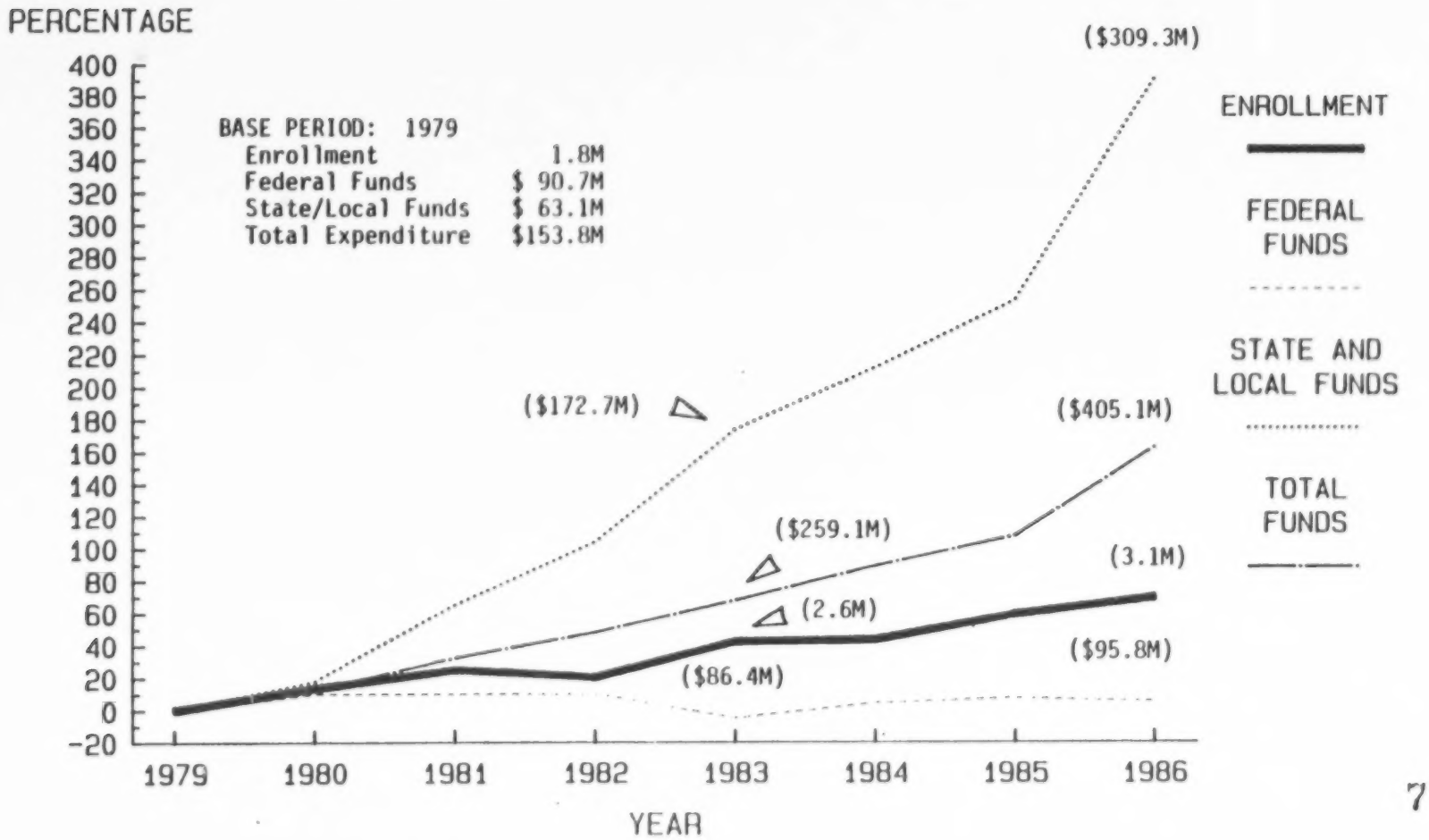
SOURCE: DIVISION OF ADULT EDUCATION

75

PARTICIPATION AND EXPENDITURE IN ADULT BASIC AND ADULT SECONDARY EDUCATION PERCENTAGE INCREASE, 1979-86



SOURCE: DIVISION OF ADULT EDUCATION

ADULT EDUCATION ALLOTMENTS FOR PROGRAM YEAR 1987 (7/1/86 - 6/30/87)
ADULT EDUCATION ACT (P.L. 91-230) AS AMENDED
FY 1986 APPROPRIATIONS ACT: P.L. 99-178, AS MODIFIED BY P.L. 99-177 (GRAMM-RUDMAN)

STATES	FY 86/7 Allotments
ALABAMA	1,941,392
ALASKA	321,383
ARIZONA	1,070,120
ARKANSAS	1,269,596
CALIFORNIA	7,785,567
COLORADO	973,153
CONNECTICUT	1,263,140
DELAWARE	435,604
FLORIDA	3,968,764
GEORGIA	2,662,718
HAWAII	504,800
IDAHO	503,720
ILLINOIS	4,437,765
INDIANA	2,194,070
IOWA	1,138,845
KANSAS	936,408
KENTUCKY	1,948,134
LOUISIANA	1,983,633
MAINE	615,998
MARYLAND	1,728,430
MASSACHUSETTS	2,011,244
MICHIGAN	3,457,095
MINNESOTA	1,434,067
MISSISSIPPI	1,350,654
MISSOURI	2,138,291
MONTANA	460,453
NEBRASKA	689,975
NEVADA	465,617
NEW HAMPSHIRE	516,172
NEW JERSEY	2,893,652
NEW MEXICO	664,599
NEW YORK	6,875,200
NORTH CAROLINA	2,965,605
NORTH DAKOTA	453,945
OHIO	4,138,311
OKLAHOMA	1,330,393
OREGON	980,391
PENNSYLVANIA	4,788,649
RHODE ISLAND	620,698
SOUTH CAROLINA	1,653,767
SOUTH DAKOTA	464,512
TENNESSEE	2,306,294
TEXAS	5,963,418
UTAH	554,145
VERMONT	392,906
VIRGINIA	2,378,587
WASHINGTON	1,335,828
WEST VIRGINIA	1,100,681
WISCONSIN	1,763,444
WYOMING	353,243
DIST. OF COLUMBIA	474,371
PUERTO RICO	1,939,928
AMERICAN SAMOA	133,277
GUAM	234,198
N. MARIANA IS.	101,370
TRUST TERRITORY	299,978
VIRGIN ISLANDS	212,808
TOTAL AVAILABLE:	97,579,000
TOTAL CALCULATED:	97,579,000

1/ Reducations for the Federated States of Micronesia and the Marshall Islands (required by P.L.s 99-178 & 99-239) have not been determined yet. These amounts will lapse in 1986.

DIVISION OF ADULT EDUCATION
U.S. DEPARTMENT OF EDUCATION

ADULT EDUCATION ALLOTMENTS FOR PROGRAM YEAR 1988 (7/1/87 - 6/30/88)
ADULT EDUCATION ACT (P.L. 91-230) AS AMENDED
P. L. 99-500 (LONG-TERM CONTINUING RESOLUTION), OCTOBER 18, 1986

STATES	Allotments
ALABAMA	2,142,736
ALASKA	345,270
ARIZONA	1,176,024
ARKANSAS	1,397,350
CALIFORNIA	8,304,244
COLORADO	1,068,436
CONNECTICUT	1,390,188
DELAWARE	472,003
FLORIDA	4,281,142
GEORGIA	2,904,502
HAWAII	548,778
IDAHO	547,580
ILLINOIS	4,775,492
INDIANA	2,410,524
IOWA	1,252,278
KANSAS	1,027,665
KENTUCKY	2,150,217
LOUISIANA	2,188,713
MAINE	672,157
MARYLAND	1,904,228
MASSACHUSETTS	2,217,817
MICHIGAN	3,741,816
MINNESOTA	1,579,838
MISSISSIPPI	1,487,288
MISSOURI	2,351,731
MONTANA	499,574
NEBRASKA	754,238
NEVADA	505,303
NEW HAMPSHIRE	561,396
NEW JERSEY	3,147,919
NEW MEXICO	726,083
NEW YORK	7,344,672
NORTH CAROLINA	3,223,762
NORTH DAKOTA	492,353
OHIO	4,459,853
OKLAHOMA	1,464,808
OREGON	1,076,467
PENNSYLVANIA	5,145,341
RHODE ISLAND	677,370
SOUTH CAROLINA	1,823,605
SOUTH DAKOTA	504,077
TENNESSEE	2,528,815
TEXAS	6,383,607
UTAH	603,529
VERMONT	424,629
VIRGINIA	2,605,014
WASHINGTON	1,470,837
WEST VIRGINIA	1,209,933
WISCONSIN	1,945,295
WYOMING	380,620
DIST. OF COLUMBIA	515,016
PUERTO RICO	2,141,113
AMERICAN SAMOA	139,265
GUAM	244,720
N. MARIANA IS.	107,947
TRUST TERRITORY /1	313,453
VIRGIN ISLANDS	222,369
TOTAL AVAILABLE:	105,981,000
TOTAL CALCULATED:	105,981,000

1/ Reductions for the Federated States of Micronesia and the Marshall Islands (required by P.L.s 99-178 & 99-239) have not been determined yet.

DIVISION OF ADULT EDUCATION
U.S. DEPARTMENT OF EDUCATION

ADULT EDUCATION ALLOTMENTS FOR PROGRAM YEAR 1989 (7/1/88 - 6/30/89)
ADULT EDUCATION ACT (P.L. 91-230) AS AMENDED
P. L. 100-202 (PERMANENT FY 88 CONTINUING RESOLUTION), DECEMBER 22, 1987

STATES	Allotments
ALABAMA	2,335,903
ALASKA	355,172
ARIZONA	1,270,627
ARKANSAS	1,514,520
CALIFORNIA	9,125,624
COLORADO	1,152,070
CONNECTICUT	1,506,627
DELAWARE	494,826
FLORIDA	4,692,336
GEORGIA	3,175,336
HAWAII	579,429
IDAHO	578,109
ILLINOIS	5,237,089
INDIANA	2,630,994
IOWA	1,354,655
KANSAS	1,107,142
KENTUCKY	2,344,146
LOUISIANA	2,386,568
MAINE	715,387
MARYLAND	2,073,077
MASSACHUSETTS	2,418,639
MICHIGAN	4,098,022
MINNESOTA	1,715,613
MISSISSIPPI	1,613,627
MISSOURI	2,566,207
MONTANA	525,208
NEBRASKA	805,837
NEVADA	531,521
NEW HAMPSHIRE	593,333
NEW JERSEY	3,443,572
NEW MEXICO	774,811
NEW YORK	8,068,216
NORTH CAROLINA	3,527,148
NORTH DAKOTA	517,251
OHIO	4,883,268
OKLAHOMA	1,588,855
OREGON	1,160,920
PENNSYLVANIA	5,644,647
RHODE ISLAND	721,131
SOUTH CAROLINA	1,984,234
SOUTH DAKOTA	530,170
TENNESSEE	2,761,346
TEXAS	7,009,163
UTAH	639,762
VERMONT	442,622
VIRGINIA	2,845,314
WASHINGTON	1,595,498
WEST VIRGINIA	1,307,994
WISCONSIN	2,118,331
WYOMING	394,125
DIST. OF COLUMBIA	542,225
PUERTO RICO	2,334.114
AMERICAN SAMOA	139,265
GUAM	244,720
NORTHERN MARIANAS	108,832
MARSHALL ISLANDS	78,623
MICRONESIA	205,436
PALAU	29,394
VIRGIN ISLANDS	222,369
TOTAL CALCULATED:	115,367,000

DIVISION OF ADULT EDUCATION
U.S. DEPARTMENT OF EDUCATION